USING COUNSELING ADVISORY COUNCIL ACTIVITIES TO ENHANCE THE LEADERSHIP PRACTICES OF PRE-SERVICE SCHOOL COUNSELORS

by
Christina Jordan

A dissertation submitted to Johns Hopkins University in conformity with the requirements for the degree of Doctor of Education

Baltimore, Maryland
August 2017

Abstract

School counselors play a critical role in supporting students' academic achievement and overall well-being (ASCA, 2012). However, many school counselors experience challenges in implementing the comprehensive school counseling programs that support the academic, social-emotional, and career development of all students (Scarborough & Luke, 2008). Stakeholders' confusion regarding the role of the school counselor and a lack of school counselor leadership perpetuate the organizational barriers that prevent counselors from delivering comprehensive services (Dollarhide, Smith, & Lemberger, 2007; Perkins, Oescher, & Ballard, 2010). It is important for pre-service school counselors to develop the leadership skills necessary to purposefully collaborate with stakeholders in support of the school counseling program mission. Implementing a Counseling Advisory Council (CAC) allows school counselors the opportunity to collaborate and communicate effectively with stakeholders to strengthen the school counseling program. This study examined the impact of implementing a CAC on pre-service school counselors' leadership practices during internship. The purposive non-random sample consisted of seven pre-service school counselors from Johns Hopkins University's graduate program. The study design was a quasi-experimental, one-group pre- and post-test design. The study structured CAC implementation in three phases over a period of three months. Results indicated that there were statistically significant increases in school counselor leadership practices after implementation of the CAC activities.

Acknowledgements

I would like to express my sincere appreciation for the support and encouragement from my advisor, Dr. Marcy Marinelli. Marcy, you were there since the very beginning, and your advice, enthusiasm, and genuinely caring nature have helped me through this process. I would also like to thank my dissertation committee, Dr. Patricia Hershfeldt and Dr. Anita Young. Patti, your belief in me gave me the confidence to start this journey, and your passion for education is contagious. Dr. Young, you truly embrace what it means to be a leader. You have my deepest respect and admiration. Dr. Ileana Gonzalez, thank you for connecting me with such passionate and committed school counseling students! To the Fellows, thank you for teaching and inspiring me.

I would also like to thank my classmates and my fellow counseling specialization crew—I am forever grateful for your humor, insight, and encouragement! Thanks are owed to my good friends for being understanding and patient while I spent weekends writing. I am incredibly grateful to my family for instilling in me a love of learning. Finally, I wish to express my deepest appreciation to my loving husband, who always supports me in pursuing my dreams.

Table of Contents

List of Tables

List of Figures

Executive Summary

School counselors are trained to support students' academic, career, and social-emotional development through a range of services and supports (American School Counselor Association [ASCA], 2012). However, many new counselors face organizational barriers that impede their ability to deliver comprehensive school counseling services within their school (Hatch, 2008; Studer, Diambra, Breckner, & Heidel, 2011). Particularly in urban districts, staff and students face challenges that negatively impact the academic environment and student learning. Urban schools tend to have access to fewer resources, be situated in high-poverty areas, and face more frequent staff turnover (McClafferty, Torres, & Mitchell, 2000). Given these challenges, it is critical that school counselors in these settings are able to effectively implement comprehensive school counseling programs in order to support students.

The context of this study is a large, urban public school district in Baltimore, Maryland (the Baltimore City Public School System [BCPSS]) and a local university located within the same large, urban area as BCPSS. The local university (Johns Hopkins University [JHU]) offers a Master's program in Counseling and Human Development with unique preparation for individuals interested in pursuing a career in urban schools. Participants in the study were enrolled in that program and were completing an internship within BCPSS. Given that school counselors' abilities to perform desired job functions is influenced by the context in which they work (ASCA, 2012), it is important that pre-service school counselors develop leadership skills to overcome contextual barriers so that they may effectively implement the comprehensive school counseling programs that all students deserve.

The formation of a Counseling Advisory Council (CAC) is recommended by the ASCA (2012) as part of a Comprehensive School Counseling Program. The development of a CAC may provide increased opportunities for communication, collaboration, and leadership for school counselors. The CAC provides a means for engaging in purposeful, goal-driven activities with members of the CAC; this allows school counselors to demonstrate the leadership skills necessary to advocate for the transformed role of school counselors as leaders contributing to positive educational outcomes (ASCA, 2012).

The intervention was designed as a way to structure CAC activities into three phases—for ease of facilitation while also including nine essential activities as recommended by the literature (ASCA, 2012; Axelrod, 2004; Young, Millard, & Miller-Kneale, 2013). Providing an opportunity for pre-service school counselors (PSSCs) to engage in this activity during the internship experience better prepares them to overcome the challenges presented when they enter the profession. Findings from the study indicated that PSSCs reported a statistically significant increase in leadership skills in all areas after the implementation of the CAC activities. Specifically, PSSCs made the most gains in practices involving interpersonal influence and systemic collaboration.

Chapter I: Understanding the Problem of Practice

Schools in the United States are tasked with developing critical thinkers, productive individuals, and engaged citizens (Barton & Coley, 2011). School counselors support the overall mission of schools by providing academic, career, and emotional support services to students (American School Counselor Association [ASCA], 2012). The ASCA National Model outlines best practices for a comprehensive approach to supporting students and schools (ASCA, 2012). Many school counselors experience challenges that impact their ability to implement comprehensive school counseling programs (CSCPs) and to provide direct services to students consistent with ASCA recommended practices (Scarborough & Luke, 2008). This problem is driven by confusion regarding the school counselor's role, limited opportunities for purposeful collaboration with stakeholders, and under-developed school counselor leadership. A brief history of the school counseling profession provides insight into the drivers associated with problems implementing the ASCA-recommended model.

The School Counseling Profession

The school counseling profession consistently evolves alongside reforms in education (Aubrey 1977; Baker, 2001; Erford, 2004; Herr, 2001). School counselors have served the needs of students, schools, and society since the inception of the profession. From offering vocational guidance for individuals to reforming school systems to ensure equitable educational outcomes, school counselors have risen to the challenges of supporting students and schools (Erford, 2004). The ability of the profession to evolve is advantageous, but it has understandably led to some confusion regarding the role of the school counselor (Perkins, Oescher, & Ballard, 2010). The history of school counseling

provides insight into the role confusion and broad range of expected services.

School (or guidance) counseling has its roots in the early 1900s as industrialization and urbanization increased both enrollment in secondary schools and the need for a skilled workforce (Gysbers, 2004). As the diversity of occupations expanded, so did the need for vocational guidance (Baker, 2001). Frank Parsons, a social worker, helped to expand vocational guidance in his founding of the Vocations Bureau of Boston in 1908 and in publishing *Choosing a Vocation* in 1909 (Aubrey 1977). Parson's model aimed to maximize human talents and make a connection to societal needs (Erford, 2004). Parson emphasized three factors: an understanding of one's strengths and interests; a knowledge of various occupational opportunities and trends; and a logical match between individual aptitude and relevant career prospects (Erford, 2004). Parson's model drew interest and political support, with Congress passing the Smith-Hughes Act in 1917, which provided public school funding for vocational guidance curricula (Aubrey, 1977).

Within schools, the role of the guidance counselor began to take shape. By the 1930s, school guidance and counseling was developing integrated practices, pulling from the fields of psychology, psychometry, mental health counseling, and pupil personnel services. Arthur J. Jones authored *Principles of Guidance* (1934) and described the guidance counselor's contributions in personalizing educational plans and coordinating student services (Erford, 2004). In 1938, the Guidance and Personnel Branch (under the division of Vocational Education) was developed within the U.S. Office of Education.

The particular emphasis on vocational education and guidance continued into the 1940s, at which time the use of testing and assessments gained popularity. Testing was

used to classify individuals' strengths, interests, and limitations and then to "match" them with selected career fields or plans of study (Aubrey, 1977; Erford, 2004). Ginzberg (as cited in Aubrey, 1977) describes a fascination with psychometrics in this early phase of guidance and counseling. This approach was counselor-driven, and juxtaposed the client-centered approach highlighted by Carl Rogers in his 1942 book *Counseling and Psychotherapy*. Rogers' therapeutic approaches made their way into future practice models for school counselors in later years (Aubrey, 1977).

The 1950s were layered with critical events for the school counseling profession (Aubrey, 1977). In 1953, the American School Counselor Association was formed as a division of the American Personnel and Guidance Association (Gysbers, 2001). However, it was widely accepted by the public and by professionals that school counselors engaged in personnel and guidance work and continued under the professional title of guidance counselors (Erford, 2004). The term 'guidance' implies that the directive focus of the counselor's work and personnel work was associated with administrative tasks, such as maintaining student records and school schedules (Erford, 2004).

Perhaps the most pivotal moment for the school counseling profession was the passing of the National Defense Education Act in 1958 (Baker, 2001). This was a response to the Russian launch of Sputnik I and a desire in the United States to become more globally competitive, particularly in the areas of science, technology, and math (Erford, 2004). Funds were provided to increase the number of counselors in schools, and the expected outcome was to encourage students to pursue rigorous coursework and careers in the sciences (Erford, 2004). With strength in numbers and a renewed sense of purpose, school counseling continued to gain momentum (Herr, 2001).

In 1983, another significant event shaped the school counseling profession. The National Commission on Excellence in Education's report, *A Nation at Risk*, impacted educational institutions across the United States in declaring that "faulty schooling was eroding the economy and that the remedy for both educational and economic decline was improving academic achievement" (Tyack & Cuban, 1995, p. 34)**.** Across the country there was a demand for accountability and reform (Herr, 2001). Standards of practice, ethical guidelines, and graduate training programs were developed to systematize and unify the profession (Erford, 2004).

In the 1990s, there was particular concern regarding widening achievement gaps between low-income and minority students and their more advantaged peers (National Center for Education Statistics, 2001). In response, the Education Trust (a non-profit educational organization) placed focus on the school counseling profession as an essential partner in removing systemic barriers and ensuring academic success for all students. Research conducted by the DeWitt Wallace Fund determined that school counselor training was insufficient for preparing school counselors to work with a wide range of student populations, and to serve as key players in closing the achievement gap (Martin, 2002). The Education Trust supported the Transforming School Counseling Initiative, which revised school counselor training programs to prepare graduates to be knowledgeable about schools, to be leaders for education reform and systemic change, and to advocate for all students to meet with academic success and engagement in a rigorous k-12 curriculum (Sears, 1999). Critical knowledge, skills, and attitudes for the transformed school counselor included: Assessing and using data, leading, advocating, teaming, collaboration, counseling, and coordinating (Sears, 1999).

ASCA's governing board took action by embracing the new vision for school counseling, redefining a shared professional identity, and highlighting the school counselor's role in supporting academic achievement for all students. National standards for students were designed in 1997 by ASCA, and the previous terms of "guidance counseling" or "vocational counseling" were replaced with "school counseling" (ASCA, 2005). Shortly following the No Child Left Behind Act (2002), ASCA published the *ASCA National Model: A Framework for School Counseling Programs* (2003). This new model promoted the ASCA's primary purpose of narrowing achievement gaps and supporting underserved student populations. The ASCA model endorsed "[improving] student success... and [ensuring] educational equity for all students" (ASCA, 2005, p.10). The model also presented a framework for developing comprehensive, results-based counseling programs with a focus on a solid foundation, consistent program management, purposeful service delivery, and accountability to stakeholders (Schimmel, 2008).

The ASCA National Model

The ASCA National Model provides a framework for the implementation of comprehensive school programming intended to serve all students in the areas of academic, career, personal, and social development. Additionally, the National Model provided a standard of best practices to unify the school counseling profession in vision and in practice (ASCA, 2012). This framework was necessary in order to promote a transformed school counseling role and to distinguish this new role from others throughout the history of the profession (ASCA, 2012). The ASCA National Model outlines four components of comprehensive school counseling programs: foundation, management, accountability, and service delivery. These four components outline key

features that are essential for school counselor functioning and effective service delivery. The *ASCA National Model* also includes overarching themes that are evident in all parts of school counseling program components and goals. These predominant ASCA themes are leadership, advocacy, collaboration, and systemic change.

Comprehensive School Counseling Program Components

The ASCA National Model describes Comprehensive School Counseling Programs (CSCPs) as being systematic, preventative, and developmentally appropriate (ASCA, 2012). The National Model framework for CSCPs consists of four components: foundation, management systems, accountability, and service delivery (ASCA, 2012).

Foundation. The foundation component of the ASCA National Model includes the underlying beliefs, philosophy, and mission of the school counselor (ASCA, 2012). Defining and communicating one's role is at the core of this foundation component (ASCA, 2012). It is important for counselors to disseminate information about their role within the school (ASCA, 2012). Yet, stakeholders' perceptions of the role of the school counselor do not come solely from the delivery of information (Armstrong, MacDonald, & Stillo, 2010). Stakeholders' conceptualization of the counselor are grounded in situated learning, which occurs through interactions and experiences with school counselors (Dollarhide, Smith, & Lemberger, 2007). Counselors who are not able to model the transformed school counselor role will likely be ineffective in conveying this identity to stakeholders (Dodson, 2009). Therefore, it is necessary to target other components of the ASCA National Model in order to affect the types of services regularly performed by school counselors.

Management. The management component includes action plans, agreements, and organizational tools for planning and evaluating comprehensive school counseling programs (ASCA, 2012). The management of school counseling programs is critical for effective implementation, advocating for necessary service delivery opportunities, aligning the school counseling mission with school and district goals, and considering the impact that counseling services have on student achievement and well-being. Managing CSCPs is a task that requires other stakeholders to be involved. School counselors work with administrators, teachers, parents, students, community members, and other support staff to coordinate services to meet the needs of the student population. The ASCA National Model (2012) recommends, as part of the management component, that school counselors develop an advisory council, "a representative group of stakeholders selected to… meet at least twice a year… to review and advise on the implementation of the school counseling program" (p.47).

Studer, et al. (2011) found that program management systems were the least likely (of all four of the ASCA National Model components) to be incorporated into school counseling programs. Yet, Burkard, Gillen, Martinez, and Skytte (2012) found that program management was the component most strongly correlated with positive student outcomes. The majority of research on program management focuses on promoting counselor use of data and partnering with school administrators to plan comprehensive programs (Armstrong et al., 2010; Dollarhide et al., 2007). Given the potential for positively impacting student outcomes and the limited amount of research on program planning and management, this is an identified area for future research and possible intervention.

Accountability. The accountability component includes the use of data to evaluate program effectiveness, document student outcomes, and guide future action planning (ASCA, 2012). The variations in perceived value, different demands from stakeholders, and the shifting priorities in schools drive the direction and focus of school counseling programs (Dahir & Stone, 2003). In a reciprocal manner, school counselor actions influence stakeholder perceptions and student outcome variables. Therefore, the administration of accountability measures and evaluations shape the way a program is planned and implemented (Dahir & Stone, 2003). The accountability component is important as outcome data, perception data, and other impact data can be shared with stakeholders in order to advocate for counselors, counseling services, resources, and continued support.

Service delivery. The delivery system outlines how school counseling services will be implemented within the school (ASCA, 2012). While the ASCA National Model provides a suggested framework, school counselors can adjust service delivery to meet the needs of their school (ASCA, 2012). However, it is problematic when school counselors spend the majority of their time conducting non-counseling duties and providing indirect services (Chandler, Burnham, & Dahir, 2008; Moyer, 2011).

Within the ASCA National Model framework (2012), service delivery consists of indirect and direct services. Through indirect services, counselors work to collaborate and consult with stakeholders and to coordinate strategies on behalf of students. Direct student services are delivered through three elements: school counseling core curriculum, individual student planning, and responsive services (ASCA, 2012). School counseling core curriculum consists of the planned delivery of classroom lessons or group activities

designed to promote students' academic, career, or personal/social growth (ASCA, 2012). Individual student planning consists of ongoing systemic activities designed to help students establish and meet personal, academic, and career goals (ASCA, 2012). According to the ASCA National Model "responsive services consist of activities designed to meet students' immediate needs and concerns. This component (including short-term counseling and/or crisis response) is available to all students and may be initiated by students, teachers, parents, or [other staff including counselors]" (p. 86). ASCA recommends that school counselors spend 80% of their time in direct and indirect student services. The remaining 20% of time is set aside for program support, which is defined by ASCA as "fair-share responsibilities in the school and accountability tasks" (p. 43).

ASCA Themes

While the framework for school counseling programs outlines the essential components for a comprehensive school counseling program, the ASCA Model themes describe the dispositions and skills that support effective program implementation. School counselors must have the knowledge, skills, and attitudes to take on a role that requires leadership, advocacy, collaboration, and systemic change.

Leadership. School counselor leadership consists of school counselors' abilities to advance effective service delivery, support student development, promote a professional identity, and overcome obstacles within the school system to promote change (ASCA, 2012). School counselors build effective programs, empower stakeholders (staff, students, families), use organizational and interpersonal power to benefit all students, and encouraging a shared vision for change (ASCA, 2012).

Advocacy. School counselors advocate for students to make sure that their academic career and personal/social developmental needs are met. As educational leaders, school counselors advocate for students at micro- and macro-levels. School counselors advocate for students, communities, and for general human rights. Additionally, school counselors help students to become advocates for themselves (ASCA, 2012).

Collaboration. School counselors work with other school professionals, youth-serving agencies, parents, families, other organizations, and community partners to ensure effective supports for positive educational outcomes (ASCA, 2012). School counselors foster positive relationships with stakeholders and create an environment to support collaboration.

Systemic change. School counseling programs promote the use of date to enact positive change to impact all students (ASCA, 2012). "Systemic change occurs when inequitable policies, procedures and attitudes are changed, promoting equity and access to educational opportunities for all students" (ASCA, 2012, p. 9). School counselors are in a position to remove barriers to learning and rigorous courses and to encourage an environment of safety, inclusion, and equity (ASCA, 2012).

Current Status of School Counseling Programs

Since the adoption of the ASCA National Model, researchers and practitioners have been interested in understanding the level of implementation of the model and the current status of school counseling programs. Walsh, Barrett, and DePaul (2007) collected data from school counselor weekly activity logs to explore the types of school counseling services and activities performed by four elementary school counselors. The

data collected were compared to the National Model's suggestions for counselor time distribution. The results indicated that the school counselors spent 34% of their time on responsive services, which was within the ASCA recommended range. Counselors spent less than a third of their time (32%) on guidance curriculum (below the ASCA recommended range). Counselors spent equal time on individual student planning (17%) and system support (17%), which were both greater than ASCA recommendations (Walsh et al., 2007; Gysbers & Henderson, 2000). These findings indicate that school counselors are performing the types of activities recommended by ASCA, but may need to monitor and adjust how much of their time is spent in each of the service delivery areas (see Table 1).

Table 1

Sample Distribution of Total School Counselor Time

Delivery System Component	Elementary School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Program Support	10-15%	10-15%	15-20%

Adapted from Gysbers, N.C. & Henderson, P. (Eds.) (2000). *Developing and managing your school guidance program, (3rd ed.),* Alexandria, VA: American Counseling Association.

Using a much larger sample and a survey instrument, Chandler, Burnham, and Dahir (2008) also explored the current status of school counseling activities. This study surveyed 1,244 counselors using the Assessment of School Counselor Needs for Professional Development survey to gain information on school counseling activities and priorities at all school levels. Secondary school counselors reported participating in activities such as scheduling, implementing four-year plans, and record keeping (Chandler et al.). These activities indirectly serve students but should not take up the

majority of counselors' time according to the National Model (Gysbers & Henderson, 2000). Chandler et al. (2008) concluded that despite the National Model framework and recommendations for appropriate use of counselor time, secondary school counselors continue to face an over-representation of requests to perform non-counseling duties.

Perera-Diltz and Mason's (2008) study, which included 1,704 counselors, indicated that school counselors (K-12) frequently participate in both ASCA-endorsed and non-endorsed duties. Participants responded to an online survey, contributing to the researchers' understanding of actual duties performed by school counselors. Consistent with other findings, results from Perera-Diltz and Mason's study showed that high school counselors reported the highest level of participation in ASCA non-endorsed duties such as scheduling, discipline, covering classes, hall duty, and record-keeping (Perera-Diltz & Mason, 2008). The authors suggest that participation in non-endorsed activities likely occurs when administrators assign these tasks to counselors, when a lack of resources requires counselors to perform non-counseling duties, or when social pressures contribute to counselors' willingness to perform these duties (Perera-Diltz & Mason, 2008). Unfortunately, when counselors engage in non-endorsed duties, it limits their ability to perform ASCA-endorsed activities and direct work with students.

Burkard, Gillen, Martinez, and Skytte (2012) aimed to demonstrate a connection between elements of counseling program implementation and correlations with student outcomes (2102). In their study, 116 high school counselors in Wisconsin completed the Survey of Comprehensive School Counseling Programs to provide information on program implementation. Student outcome measures included attendance rates, behavioral data, and achievement data. The counseling program implementation items

most strongly correlated with positive student outcomes were program management and guidance curriculum. The correlation with positive student outcomes and program management led the authors to suggest that pre-service and practicing school counselors should receive significant training on the design and management of comprehensive school counseling programs.

Statement of the Problem

Social and contextual barriers in schools often restrict counselors from delivering comprehensive school counseling services that benefit students and schools. This problem is driven by confusion regarding the role of the school counselor, limited opportunities for purposeful collaboration with other stakeholders, and under-developed school counselor leadership. The purpose of this study is to understand how the implementation of Counseling Advisory Council activities can support school counselor leadership, an essential skill for the implementation of CSCPs.

Theoretical Framework

Sociocultural Perspective

The sociocultural perspective of social constructivism emphasizes the relationship between the subject, the subject's experiences, the environment, and related social practices (Gee, 2008). The situated or sociocultural approach considers what is represented within the mind of the subject, how the subject interacts with the environment (including other people), and how the subjects thinks, feels, and behaves (Gee, 2008). A visual representation of these interacting factors can be studied through Engestrom's activity system (see *Figure 1*). "An activity system as a unit of analysis connects individual, sociocultural and institutional levels of analysis" (Gee, 2008, p. 62).

The activity system perspective conceptualizes human activity from a sociocultural lens, which takes into account that people think and act as part of larger systems (Gee, 2008). This framework helps to define the various factors associated with school counselors' ability to implement comprehensive school counseling programs in the high school context.

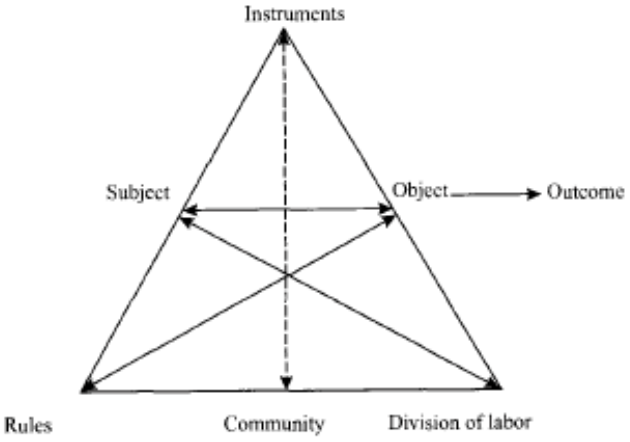


Figure 1. Engestrom's (1987) Activity System. Adapted from Gee, J.P. (2008). Sociocultural perspectives on opportunity to learn. In P. A. Moss, D. C. Pullin, J. P. Gee, E. H. Haertel, & L. J. Young (Eds.), *Assessment, equity, and opportunity to learn* (pp. 76-108). Cambridge, NY: Cambridge University Press.

As noted in the ASCA National Model (2012), and evident in much of the school counseling literature, counselors do not function in isolation. Rather, a school counselor's ability to perform desired job functions is influenced by the context in which they work (ASCA, 2012). Gee notes that concepts are stored in the mind as "something like dynamic images tied to perceptions both of the world and our own bodies, internal states and feelings" (p.83). Therefore, the school counselor role can be conceptualized differently by different stakeholders, different counselors, and even at different points in time and in different contexts. Embodiment of the school counselor role is tied to one's experiences and conceptualization of the role. Additionally, others' perceptions of school

counselors are largely based on their interactions and experiences with school counselors. Therefore, participation with stakeholders is key. If school counselors want the new vision for school counseling to become a reality, they must embrace the transformed role and demonstrate this new reality to stakeholders. From a sociocultural lens, the school counselor's professional context must also be considered. Gee (2008) argues that human activity must be analyzed at individual, sociocultural, and institutional levels. The need for school counselors to effectively function as part of a larger system is apparent in the school counseling literature. The sociocultural viewpoint provides a framework for considering the various factors that affect school counselor functioning.

Review of the Literature

Several factors, as noted in the literature, have an impact on the school counselor's ability to function within the school: (a) the counselor's own conceptualization of the school counselor role, (b) the counselor's communication and interaction with stakeholders, which reciprocally influences both counselor and stakeholder thoughts and behaviors, and (c) the organizational context (schools), and the culture, norms, policies, and resources associated within the context- which have a reciprocal effect on how school counselor's operate. An extensive review of the literature regarding the school counselor role, stakeholder perceptions, and organizational factors explores the impact of these drivers on school counselor functioning and CSCP implementation.

Embodiment of School Counselor Role

The majority of states in the U.S. require a graduate degree for school counseling certification (ASCA, 2017). School counseling programs prepare graduates to work with

K-12 students in the areas of academic, career, and personal-social development in private and public school systems. The Council for Accreditation of Counseling & Related Educational Programs (CACREP) sets criteria for minimal standards which training programs must meet (www.cacrep.org).

Most school counseling preparation programs now use the ASCA National Model as the framework and foundation for school counselor preparation and training. Therefore, the majority of new counselors entering the profession have received training in this model. The model promotes the school counselor as a direct service provider, leader, collaborator, advocate, and change agent. Brott and Myers (1999) suggested that counselors experience a process of professional identity development that begins during graduate training and continues throughout one's professional experience. The major influencers of professional identity development are training programs, experiences during entry into the profession, social interactions with other professionals, and internal belief systems.

Vaughn, Bynum, and Hooton (2007) studied the influences that school counselor graduate programs have on counselors' preferences and expectations for their role in schools. The authors reported that many school counseling graduates find a disconnect between the role for which they are trained and the duties requested of them once they are hired. In their study, 31 Alabama school counselors completed the School Counselor Activity Rating Scale (SCARS; designed to indicate actual and preferred counselor counseling activities). T-tests indicated significant differences in the actual and preferred school counseling tasks (Vaughn et al., 2007). Results indicated that the majority of the participants in the study preferred to be involved in promoting students' academic, social,

personal, and career development, as outlined by the ASCA National Model, rather than conducting the clerical duties, such as scheduling and completing paperwork, that are frequently performed (Vaughn et al, 2007). Participants in the study reported doing far more non-counseling and clerical duties than they prefer, especially within the middle and high school settings.

The lived experiences of high school counselors were further captured through Falls and Nichter's (2007) phenomenological interviews of four high school counselors from two high schools in the Southwestern U.S. Their statements provided additional insight into the discrepancy between preferred and actual duties of school counselors. The participants expressed incongruity between what they envisioned as their role and what school staff expected from school counselors (Fall & Nichter, 2007). The majority of participants expressed that they entered the profession with a desire to make a difference, help students, and spend their time supporting and counseling students. These beliefs and expectations were supported by their graduate training, which taught and reinforced counseling theories and skills. However, many counselors found that their time was spent doing unexpected, responsive, or non-counseling duties assigned to them by administrators (Falls & Nichter, 2007). Falls and Nichter concluded that "conflicting beliefs about the school counselor's role [results] in an overwhelming demand on the school counselor's time with limited resources" (p. 27).

Assignment of administrative and non-counseling duties to schools counselors seems to be a recurring pattern, particularly in high schools. In a study of 175 high school counselors, Cervoni and DeLucia-Waack (2007) explored the relationship between counselors' time spent performing non-counseling duties, counselors' role conflict, and

counselors' job satisfaction. The participants completed a web-based questionnaire in which they indicated the amount of time spent on counseling, classroom guidance, consultation with staff, and coordination of services. Counselors also answered items about job satisfaction, role ambiguity, and role conflict. The authors found that time spent on non-counseling duties was negatively correlated with job satisfaction and also indicated less time spent on ASCA-endorsed activities.

Performing non-counseling duties takes away from the time available to directly service students. In addition to negatively impacting students, higher rates of non-counseling duties were found to have negative impacts on school counselors. Moyer (2011) surveyed 382 school counselors and found that greater amounts of time spent on non-counseling tasks was significantly correlated with counselor burnout. Moyer found that increases in the number of hours school counselors spent performing non-counseling activities were predictive of counselors feeling incompetent and having negative perceptions of their work environment.

It can be concluded that school counseling encompasses a large range of tasks and activities. Activities such as counseling students, collaborating with staff, advocating for equity, and leading reform efforts are examples of what is promoted in school counselor training. Tasks such as scheduling, maintaining student records, and coordinating assessments are examples of non-counseling duties that have been placed on counselors. Being trained in the transformed school counselor role, but being asked to complete obsolete clerical tasks can impact school counselors' feelings of competence, job satisfaction, and ability to meet goals and objectives. Counselors' confusion about their

role and purpose can negatively impact the implementation of comprehensive school counseling programs and the delivery of direct services to students.

Participation with Key Stakeholders

The school counselor's role has evolved in order to meet changing societal needs and to fulfill ASCA's vision. However, formal opportunities to inform stakeholders of this transformed role seem limited. Confusion regarding the school counselor's role leads stakeholders to expect school counselors to perform tasks that interfere with counselors' time to perform more appropriate and impactful tasks. School counselors must be prepared for a broad range of tasks but should also be equipped with advocacy, collaboration, and leadership skills in order to promote appropriate duties and activities in their program. Stakeholders of school counseling programs include students, families, and other school staff.

Student expectations. Students may be considered the most central stakeholders in school counseling programs. The primary objective of school counselors is to serve students' academic, career, and personal/social development. Considering students' significance to school counselors, it is interesting to note that there are relatively few recent studies describing students' expectations of school counselors. Vela-Gude et al. (2009) published one of only a few research studies that employed qualitative methods to explore student perceptions of school counselors. The focus of the study was on high school students and counselors. The authors interviewed eight students, currently in their first year of college, regarding their experiences with their counselors in high school. The authors conducted a semi-structured interview, beginning with one central question and the opportunity for follow-up.

Interviewers asked participants to describe their high school counselors' expectations of students' academic abilities. While this opening question had an academic focus, the open nature also allowed for general comments. Responses clustered around five main themes: access to general counseling services, access to individual services, experiences with academic advisement, experiences with counseling services, and reflections on interactions with counselors. The majority (seven of eight) of the participants reported that their school counselors' availability to provide course advisement, college planning, and individual counseling was extremely limited. These students noted difficulty accessing the school counselor for individual services related to course selection and college decision-making (Vela-Gude et al., 2009).

Though their access to their school counselor for individual services was limited, the participants' still held an expectation that this was an appropriate counseling task. This sample of participants conceptualized the school counselor as a service provider who supports academic functioning and future planning. Students expected these direct services from their school counselors even though they felt that they did not receive enough of these services. More research is needed in order to understand how students form expectations of school counseling services and how access to school counseling services can better meet students' needs (Vela-Gude et al., 2009).

Coogan and DeLucia-Waack (2007) also published research collected from college students regarding their perceptions of experiences with high school counselors. The authors designed and distributed the School Counseling Survey to a random convenience sample of 430 undergraduate students in New York. Students responded to several survey items, including questions regarding reasons for which students had

contact with their counselors and the perceived level of priority those topics had with the school counselor. The majority of topics selected by participants focused on college decision-making and high school course selection. These results support conclusions drawn from Vela-Gude et al.'s (2009) study that students expected academic support and individual student planning from high school counselors.

Family expectations. It is interesting to note that there is currently little information regarding family expectations/perceptions of school counseling services. This is an area to further research. Curcio, Mathai, and Roberts (2003) conducted a district-wide evaluation of a secondary school counseling program, which included feedback from all stakeholder groups (counselors, administrators, students, families, and other school staff). Student and parent feedback were collected from responses to focus group questions. Curcio et al did not elaborate on the results of the district evaluation in their publication, but did suggest that feedback from all stakeholder groups is essential, and it is recommended that counseling programs should continue to solicit feedback from stakeholders to assist in program evaluation and planning.

Administrator expectations. The majority of studies that focus on stakeholder expectations of counselors focus on the perceptions of school administrators (e.g., principals and assistant principals). This is likely due to the fact that school counselors and administrators have a long-standing partnership in providing school-wide services. Early guidance programs were often initiated by administrators, and today administrators frequently provide direction and/or oversight of school counselors. Administrators play a critical role in counselor functioning because they serve in a supervisory role, service the whole school, and work closely with school counselors. Administrators' understanding of

school counselors' roles and purpose can affect school counselor caseloads, tasks, access to students, and program implementation.

Beesley and Frey (2006) offered an opportunity for over 300 elementary, middle, and high school principals to respond to an open-ended survey question, which asked them to identify major roles of school counselors. Over 17 different roles were identified within the survey results, indicating that school counseling encompasses a wide range and tasks and activities. Over 90% of the principals' responses to the open-ended prompt, referenced classroom and group guidance/counseling; 77% of respondents identified individual counseling; 75% referenced career counseling; 39% of responses listed staff development activities; and 24% of the responses included scheduling and enrollment.

Most of these work roles were associated with ASCA-endorsed school counseling tasks, but a few of the responses provided by participants reflected administrative or clerical activities, which are considered non-counseling duties. These results reflected that administrators acknowledge the very broad range of activities performed by school counselors. Beesley and Frey (2006) suggested that to support 21st century learners, counselors and administrators must work together to support the academic and emotional needs of students. In addition, they suggested capitalizing on opportunities to create a shared vision and to promote collaborative training opportunities. Through graduate work and/or professional development, counselors and administrators may forge a mutual understanding of the complementary functions of administrators and counselors. Beesley and Frey suggested the use of collaborative training models. Future research in this area is needed.

Amatea and Clark (2005) used semi-structured interviews with 26 elementary, middle, and high school administrators to examine the variations in administrator perceptions of the role of the school counselor. Through grounded theory design and analysis, four distinct categories emerged from participant responses. The researchers categorized responses according to four clear and apparent themes of role conceptualizations: direct service provider, collaborative case consultant, administrative team player, and innovative school leader. The majority of administrators described the school counselor role as relating to either direct service providers (approximately 33% of the administrators interviewed) or as collaborative case consultants (approximately 31% of respondents). Approximately 25% of administrators identified the school counselor's role as that of an administrative team player, expected to fulfill administrative needs and goals (Amatea & Clark, 2005). Only 12% of administrators interviewed identified the counseling role in terms of an innovative school leader, capable of taking on a leadership role and contributing to the functioning of the school as a whole. These results reflected that administrators see the school counselor's role as multi-faceted. Of concern for new school counselors is that more administrators saw counselors as an administrative team player, performing administrative tasks than the number of administrators who view the counselor as an innovative school leader, who can use their own expertise to improve student outcomes.

Perkins, Oescher, and Ballard (2010) acknowledged the wide range of stakeholder expectations of school counselors. In order to assess stakeholder perceptions of the varied school counselor roles, Perkins developed the School Counselor Role Survey. This instrument included school counselor roles and duties endorsed by both the Transforming

School Counseling Initiative (leadership, advocacy, collaboration, counseling, assessment) and the ASCA National Model (personal/social, academic, career counseling). The survey was distributed to counselors, counselor educators, school administrators, and teachers.

Results indicated significant differences between stakeholder groups for almost all areas assessed. Means for school counselor responses consistently fell between those of counselor educators and those of principals and teachers. This demonstrated the challenging position in which practicing school counselors are placed: striving to meet the vision of the transformed school counselor, while also being prepared to meet the obsolete demands made by non-counseling staff.

Monteiro-Leitner, Asner-Self, Milde, Leitner, and Skelton (2006) created a survey with demographic questions, two open-ended survey questions, and a list of 26 counseling activities. In their study, participants included counselors, counselors-in-training, and school principals. Respondents were asked to estimate the amount of time they believed should be devoted to each of 26 school counseling activities. There were a range of responses in both the quantitative and qualitative results. Responses differed across school levels and stakeholder groups.

Discrepancies between stakeholder responses were evident in the perceived time spent on counseling tasks. The largest meaningful difference was that principals reported an average of 5 fewer hours per week should be spent counseling students than the mean counselor response to time spent on those activities. Additionally, principals noted that 2.2 hours per week should be spent on basic school operations (hall duty, bus duty, etc.), while counselors did not advocate for time on those non-counseling tasks. These results

help to explain some of the dissonance that counselors may experience within schools. The tasks that counselors are assigned by administrators may be very different than what counselors experienced during their counseling training programs. The authors concluded that all stakeholders were not aware of the current mission of school counseling programs and that power differentials (related to administrators' supervisory roles) made it difficult for the transformed school counselor role to become institutionalized. Counselors must be prepared to meet a variety of needs within the school but should also be equipped with leadership and advocacy skills to communicate appropriate school counselor roles (Monteiro-Leitner, 2006).

Armstrong, MacDonald, and Stillo (2010) designed a questionnaire to examine the relationship between counselors' and principals' perceptions about the counselor-principal working relationship. Three factors were assessed: relationship quality, campus leadership, and training satisfaction. A total of 615 respondents (counselors and principals) completed an online survey with 24 questions. Findings from the survey indicated that on all three factors, secondary school counselors and principals had very different views. Secondary school principals had the highest reports of positive counselor-principal relationships factors, whereas secondary counselors reported much lower scores in evaluating their perceptions of the counselor-principal relationship.

These results indicated that secondary counselors saw issues within the counselor-principal working relationship as more problematic than secondary principals did. Some of the biggest discrepancies in counselor and principal perceptions were related to handling delicate situations and sharing new ideas or important information. Secondary school counselors were most dissatisfied with their relationships with their principals and

perceived them as less supportive. However, counselor and principal perceptions were very similar in one area of the study: neither counselors nor principals believed their training preparation programs helped them understand how to work collaboratively. The authors suggested that counselor-principal collaboration issues be addressed in graduate or training program coursework. Armstrong et al. (2010) suggested that counselor educators and educational leadership programs should offer interactive seminars and field experiences to encourage counselor-administrative collaboration. The authors also recommended that leadership, advocacy, and collaboration skills be highlighted during graduate experiences, with emphasis on experiential activities to build these skills.

Mason and Perera-Diltz (2010) were able to contribute meaningful information regarding how school administrators come to form a conceptualization of what school counselors do and should do. The authors examined factors that influenced administrators' expectations of school counselors. Sixty-one administrators-in-training were given a survey which utilized forced choice and open-ended prompts. Participants responded to survey questions designed to gain information about duties they deemed appropriate for school counselors, how they came to learn about the school counselor's role, and their level of satisfaction with their personal experiences with school counselors.

The majority of administrators-in-training indicated that their own personal experiences with school counselors influenced their perceptions of appropriate school counseling duties. Some of these prior personal experiences included seeing counselors as schedulers and test administrators. Because some administrators may reference experiences with school counselors from decades prior, it is no wonder why traditional

guidance tasks are assigned to counselors, despite the transformed directives outlined in the ASCA National Standards. The authors suggested integrating training for counselors-in-training and administrators-in-training to increase opportunities to collaborate for their mutual benefit and for the benefit of students (Mason & Perera-Diltz, 2010).

Other school staff expectations. Teaching staff also make up a large stakeholder group with differing expectations of school counselors. Reiner, Colbert, and Perusse (2009) probed 347 high school teachers about what activities school counselors should do and what they actually do. Results indicated that generally, teachers believed that school counselors should assist students in academic and career planning, maintain and interpret student records, and consult with students regarding grade point averages (Reiner et al., 2009). Reiner et al.'s (2009) results indicated that teachers most strongly agreed that the activities that counselors actually perform were maintaining and interpreting student records and assisting students with academic planning, indicating that teachers likely form these expectations based on their interactions with school counselors.

Amatea and Clark (2005) conducted a qualitative study in 2004 to examine stakeholders' perceptions of school counselors' roles. Twenty-three teachers from the Southeastern U.S. responded to interview questions prepared by Clark and Amatea. These interview questions focused on the school context, counseling services, and teacher-counselor relationships. The majority of responses focused on themes of collaboration, consultation, and teamwork. Teachers also frequently mentioned the value of small group and classroom counseling activities. Administrative tasks (such as scheduling classes or coordinating/conducting assessments) were only mentioned by two

of the 23 teachers. The themes reflected by teachers were much more aligned with ASCA-recommended services than were the roles conceived by school administrators.

Perkins, Oescher, and Ballard (2010) used Perkins' School Counselor Role Survey to assess stakeholder perceptions of the varied school counselor roles (leadership; advocacy; collaboration; counseling; assessment; advocacy; and personal, social, and academic career counseling). The survey was distributed to counselors, counselor educators, school administrators, and teachers. Counselors' and teachers' mean responses were generally similar regarding the school counselor's role in career development, academic supports, counseling services, and leadership. Teachers were in support of school counselors as direct service providers. Teachers can help advocate for appropriate school counseling activities within schools.

Opportunities for counselors to collaborate with teachers to support students' academic, personal-social, and college/career readiness will model for teachers the critical role that counselors play in supporting student success. Additionally, teachers are then able to advocate on behalf of counselors as well as disseminate information to students and families about school counselor support. Teachers are critical members of the Counseling Advisory Council. Teachers should advise counselors on student and staff needs, as well as suggest opportunities for counselor intervention. Counselors can advocate for comprehensive school counseling curriculum goals and opportunities to support teachers and students.

Professional Context

Gee (2008) asserts that "people are always parts of environments… they always think and act as part of larger systems that contain more than their own heads do" (p.90).

ASCA recognizes this sociocultural approach to human activity and the influence that context has on a counselor's work. A school counselor's ability to perform desired job functions is influenced by the context in which they work (ASCA, 2012). Webster's Dictionary defines context as "the interrelated conditions in which something exists or occurs" (MerriamWebster.com, 2015). "Context" is a wide-ranging term; but for the purposes of this study, we will examine the school context as the environment that houses school counselors' professional activities. The interrelated conditions within the school as a professional workplace context include: organizational factors (how efficient and effective an organization is at accomplishing goals), institutional factors (structural elements such as rules, routines, policies, procedures, and norms), and political factors (power structures and allocation of resources; Hatch, 2008).

Organizational factors. According to Hatch (2008), "organizational theory concerns itself with how effective and efficient an organization is in accomplishing its goals and achieving the results (outcomes) the organization intends to produce" (p.5). In the school counseling profession, factors such as the division of labor, an outline of appropriate and inappropriate counseling duties, a focus on ideal program components, a range of service delivery options, and an alignment with overall district and school goals provides an organizational framework for the work of counselors in schools (Hatch, 2008).

Moyer's (2011) article on counselor burnout helps to identify organizational barriers associated with school counselor program implementation and desired outcomes. Results from a web-based survey of 382 counselors found that greater time on non-counseling duties was significantly associated with counselor burnout. His framework for

this article assumes that burnout in turn affects counselor effectiveness and service delivery. Feelings of being overwhelmed, performing activities disconnected from counseling goals, and spending significant time on tasks that do not yield great outputs are factors that negatively impact school counselor functioning.

For school counselors (particularly new school counselors) it is essential to clearly articulate the school counseling purpose, mission, and intended outcomes in a way that is relevant to stakeholders (Dollarhide, 2003). The ability to effectively communicate, express meaning, and inspire others is associated with symbolic leadership. Symbolic leadership is a way for leaders to gain the attention and support of other members. By creating an image of school counseling activities that aligns with overall school and district goals, school counselors are able to share in collective activities to achieve common goals (Dollarhide, 2003).

Institutional factors. According to Meyer and Rowan (1977), "institutionalization involves the process by which social processes…take on a rule-like status in social thought and action" (p. 341). There is a focus on the social and operational structures (norms and procedures) that bring about traditions and routines in organizations; Balogun (2001) refers to these routines as "the way we do things around here" or the "unwritten and written rules of the game within the organization" (p. 5). Institutionalism may leave organizations resistant to change.

Prior to formal structures for school counseling programs (developed in the 1970s and 1980s), informal practices shaped the way that counselors functioned in schools. Often, this varied from school to school or district to district. The ASCA National Model (2003), provided a framework for school counseling programs and standards of practice

for school counselors in an attempt to align with other educational reform initiatives (Hatch, 2008). The ASCA National Model did provide a more formal framework, but allowed for implementation to be customized to fit contextual needs. This can leave school counseling programs vulnerable to the social and cultural pressures of the school environment.

Scarborough and Luke (2008) investigated these social and cultural pressures in examining intervening conditions for effective school counseling program implementation. They used a grounded theory design to gain a deep understanding of the processes associated with implementation of a comprehensive, developmental school counseling program. Scarborough and Luke interviewed (semi-structured) eight school counselors regarding causal and intervening conditions in implementing a comprehensive, developmental school counseling program. The intervening conditions that participants reported were lack of staff support, differences in stakeholder expectations, and demands of non-counseling duties as deterring conditions for implementing effective programs. The authors note that struggles to implement the ASCA National Model framework stem from the counselor's ability to function within a system of other individuals and groups within the school. In line with institutional theory, it is clear that though the counseling profession has embraced the transformed school counselor role, other stakeholders are slow to adapt to these changes.

School counselors have the ability to shape their professional context and the systems that affect the implementation of CSCPs. Through the demonstration of thriving school counseling initiatives, school counselors establish the conditions for future implementation. Structural leadership involves the school counselor's ability to design

and implement a comprehensive school counseling program and effective service delivery (Dollarhide, 2003). Establishing these routines is important for enhancing service delivery.

Political factors. Lasswell (as cited in Boyd, Crowson, and van Geel, 1994) describes politics as "who gets what, when, and how" (p. 127). Hatch (2008) references that political factors within the school context include power structures and the allocation of resources. These resources include financial, material, and human resources. Political action for school counselors includes gaining social and financial support for their values and goals. Hatch described the critical need for social capital in the school counseling profession: "Politically, [school counselors'] lack of ability to show that the value of programs is worth their resource has resulted in loss of positions, role definitions, and programs" (p. 18). Devaluing school counseling activities leads to stakeholder demands for counselors to perform clerical and administrative duties.

Many researchers have explored school counselors' experiences performing non-counseling duties. Rayle and Adams (2007) found that within the school settings, significantly more secondary school counselors than elementary counselors are unable to implement ASCA-aligned services. Many more secondary school counselors report spending time on planning and case management duties. In their responses to the questionnaire, high school counselors indicated that large caseloads, a lack of resources, and requests from other staff members influenced their increased participation in clerical and administrative tasks.

McCarthy, Van Horn Kern, Calfa, Lamber, and Guzman (2010) adapted a teacher scale designed to measure educator stress in terms of perceived resources and demands.

Two hundred twenty-seven counselors from public and private schools in Texas participated. Counselors noted challenges related to large caseloads, limited human resources, and inadequate physical space (McCarthy, Van Horn Kerne, Calfa, Lamber, & Guzman, 2010).

Dollarhide (2003) suggests that school counselors develop political leadership skills through navigating the various power structures within the school and district and persuading stakeholders to understand the value of school counseling programs. Additionally, school counselors can use human resource leadership to engage other stakeholders in the school counseling mission. The ASCA national model framework provides a standard for ideal implementation of comprehensive school counseling programs. Multiple barriers prevent school counselors from being able to effectively implement this ideal. Further research is needed in order to understand these barriers and possible enablers to promoting the delivery of school counseling services in schools. This researcher conducted context-specific research in order to gain more information regarding barriers and enablers to implementing CSCPs in local schools. Chapter II will discuss the methods and findings of the local needs assessment, which was conducted to gather empirical evidence to support the findings of the literature review and give insight into underlying causes of the problem of practice.

Chapter II: Empirical Examination of the Problem

Existing school counselor literature has validated the problems of school counselor role confusion, implementation challenges, and a need for effective communication with stakeholders. In order to gain a deeper of these problems within the local context, a needs assessment was conducted. The purpose of this needs assessment was to gain information about the status of school counseling and related support services in Baltimore-area public schools and to examine factors that hinder or facilitate the school counselor's ability to provide direct services to students. The needs assessment focused on academic, social-emotional, and college/career support services provided in Baltimore-area public high schools. These areas were chosen because they comprise the scope of school counseling services as outlined in the ASCA National Model (2012). Additionally, factors such as school culture (staff expectations and beliefs), staff social systems (collegiality and responsibility), and the school environment (resources and structures) were explored in relation to student and staff perceptions of the availability of academic, social-emotional, and college/career supports.

Study Setting

The Baltimore City Public School System (BCPSS) is a large urban district in Baltimore, Maryland. This district services over 84,000 students and employs over 5,000 teachers. Over 80% of the student population identify themselves as African American, 8% as White, 7% as Hispanic, and 5% identify as "other" (Baltimore City Public Schools, 2015). Over 80% of the student population receives free and reduced meals, and 15% of the students receive special education services (Baltimore City Public Schools, 2015). Over 22,000 students in Baltimore City Public Schools are enrolled in grades nine

through twelve. In 2014, 69.7% of 12th-grade students graduated within four years of entering high school (Baltimore City Public Schools, 2015). Johns Hopkins University (JHU) is located within the same large, urban area as BCPSS. The School of Education at JHU is a top-ranked graduate school, accredited by the Council for Accreditation of Educator Preparation (CACREP) and enrolls approximately 2,000 graduate students yearly (Johns Hopkins University, 2015).

Target Audience

The results of this needs assessment were used to inform pre-service school counselors, counselor educators, and school administrators of the conditions that influence school counselor functioning in local (Baltimore) public high schools.

Research Questions

The study designed for this needs assessment aimed at answering three primary research questions.

Research Question 1: What types of school-based support services are available in local public high schools?

Research Question 2: How are decisions made regarding how direct school counseling services are offered in local public high schools?

Research Question 3: How might contextual factors influence the delivery of direct counseling services offered in local public high schools?

Methods

This quasi-experimental study utilized a mixed methods approach to capture both quantitative (school survey*)* and qualitative (focus group) data.

Participants

Participants in this study included students and staff from 14 high schools from within the BCPSS, who voluntarily participated in the 2014 *School Survey* (Durham, Bettencourt, & Connolly, 2014). Total participants included 647 staff members and 4,062 students. Additionally, eight pre-service school counselors from JHU's Masters of Science program in Counseling participated in a focus group.

BCPSS staff and students. Fourteen high schools, identified as "school choice-lottery" schools, from BCPSS that exclusively serve grades nine through twelve were included in the sample. "School choice-lottery" schools include those to which any student can apply and earn acceptance via the standard BCPSS application procedures. Upon applying, students are assigned a number (generated at random) and are accepted according to that number until spaces are filled. Any high school that requires a referral or specific entrance criteria (alternative schools, charter schools, and specialized schools) and combined middle/high schools were excluded from the sample.

Focus group with school counseling interns. Eight masters-level graduate students currently enrolled at JHU participated in the focus group. These interns were completing their site-based field experience, interning full time in BCPSS public schools. All eight interns serviced students in grades nine through twelve; some interns additionally serviced students in grades six through eight.

Instrumentation

BCPSS school survey. The *School Survey* was designed by BCPSS and was developed considering other validated measures to assess school climate, organizational health, and school effectiveness (Durham et al., 2014). The BCPSS *School Survey*

assesses 11 areas: safety, creativity and the arts, learning climate, teachers, physical environment, school resources, the administration, family involvement, satisfaction with school, grit, and meaningful work (Durham et al., 2014). For the purpose of this study's needs assessment, the *School Survey* was adapted to only include six of the content subscales: learning climate, teachers, physical environment, school resources, the administration, and satisfaction with school as these were the subscales related to the school as a work environment for school counselors. The BCPSS *School Survey (Adapted version)* for staff attempts to analyze three constructs related to the school context[1]: environment, social systems, and culture. Questions related to the physical environment, available resources, staff relationships and interactions, and staff expectations and values were included in the BCPSS *School Survey (Adapted version*) to measure the school's organizational context. Additionally, staff responded with their perceptions of the availability of academic, college/career, and personal/social supports for students. Comprehensive school counseling programs should include academic, personal/social, and college/career support services.

The BCPSS *School Survey (Adapted version)* for students included six items from the original *School Survey* related to learning climate, resources, and satisfaction with school. Student responses for these six items were used to gain student perceptions of the availability of personal/social, academic, and college/career supports through school.

Focus group questions. The school counseling focus group included seven open-ended questions (see Appendix C) adapted from the Falls and Nichter's (2007) interview protocol, which was originally used to interview school counselors about their job

[1] This conceptualization of school context is adapted from Taguiri's (1968) four dimensions of school context: ecology, social systems, milieu, and culture.

experiences. Falls and Nichter's interview protocol was reviewed by six professional school counselors before being used in their research. The original interview protocol was reduced from 16 questions to seven questions in order to fit the focus group format. Two questions covered expectations and perceptions of school counselors in public urban high schools. Four questions asked about services performed by school counselors in public urban high schools. One question asked about resources available to school counselors in public urban high schools.

Procedure

Results from the 2014 *School Survey* for all BCPSS schools is available on the Baltimore City Schools website (www.baltimorecityschools.org). The researcher reviewed school profile information for all schools included in the *School Survey* results. The 14 schools that were selected for use in this study were those identified as "school choice-lottery" (schools in which any student can apply and earn acceptance via the standard BCPSS application procedures) exclusively serving grades nine through twelve. The researcher contacted the BCPSS *School Survey* liaison in order to gain access to the 2014 *School Survey* questions.

The principal investigator contacted the director of the full-time Masters of School Counseling program at JHU regarding interest in conducting a focus group with pre-service school counselors. Eight interns were selected based on their full-time status at JHU and their current work with BCPSS high schools. The interns were first approached by the program director regarding participation and were then provided with specific information from the researcher via email. The focus group was held in March 2015 at JHU following a counseling seminar class. Participants were provided an

informed consent and an overview of the study. The focus group lasted for 45 minutes and was audio-recorded.

Data Collection and Analysis

Data collection. Qualitative data were gathered from the BCPSS *School Survey* (staff and student versions) as well as from a focus group conducted with eight pre-service school counselors at JHU.

BCPSS school survey. The BCPSS *School Survey* is administered once per school year and is available to all BCPSS staff and parents and for students in grades three through twelve. The survey is available for online administration through the BCPSS website and a paper version can be requested as needed. Survey administration takes place from the beginning of January through the end of February. Participation in the survey is voluntary and anonymous. Results are collected and analyzed by the Office of Accountability within the BCPSS. Results are publicly available the following fall and are posted on the BCPSS website.

Results for the 2014 BCPSS *School Survey* (staff and student versions) are available as an Excel data file on the BCPSS website. Overall district results, as well as school-level results, are available to the public through the website. School-level results include school name, respondent type, total respondents, response rate, and results for each survey question. Results reported for each survey question are the percent of respondents who answered "agree" or "strongly agree" to that question. Survey questions are coded according to the 11school climate subscales identified by the BCPSS.

In order to identify data most relevant to this needs assessment, the data file was filtered by several variables. First, only data from "school choice-lottery" high schools

were included in the revised data set. “School choice-lottery” schools were identified based on the school type listed on the BCPSS website. Next, only staff and student responses were included in the revised data set (parent responses were excluded). Finally, only items that were identified as assessing selected variables were included in the revised data set, which make up the *School Survey (Adapted version)* items.

Items that were included in the revised data set for staff results were those relating to school environment (physical environment and resources), school culture (feelings of connectedness and shared values and goals), social systems (relationships and interactions among colleagues), and available student services (academic, college/career, and social/emotional). Items included in the revised data set for student results were those specifically relating to the scope of comprehensive school counseling programs (services supporting academics and learning, college/career development, and social/emotional development).

***Focus group*.** The focus group was held in March 2015 at JHU following a counseling class. The focus group lasted for 45 minutes and was audio-recorded. Participants orally responded to seven open-ended questions. The script from the recorded session was later transcribed and coded by the researcher (Appendix E).

Data Analysis. The following procedures describe the analysis of *School Survey* data and Focus group responses.

BCPSS school survey (adapted version). School-level survey results were maintained in the revised Excel data file. Within the Excel file, descriptive statistics were calculated in order to better understand the sample and results. All results were calculated at the school-level (with staff and student responses being calculated separately) so that

each high school could be considered as a unit in comparison to the other high schools in the district. Results for each survey question were reported as the percent of participants who answered "agree" or strongly agree" to that item. A mean score was calculated for each survey item included in the *BCPSS School Survey (Adapted version).* Next, items measuring the same variable were averaged to get a variable mean. For each variable, descriptive statistics (mean, minimum score, maximum score, range, and standard deviation) were calculated. Next, within each variable, schools with scores one standard deviation above the mean or one standard deviation below the mean were identified. The same processed was used to analyze scores from the student survey results as related to perceived availability of support services

Focus group. Focus group responses were analyzed through the following multi-step process:

1. Participant responses to focus group questions were audio-recorded during the focus group session.
2. Participant responses were transcribed for each question, using participant numbers rather than participant names.
3. All responses were reviewed and analyzed for overarching messages.
4. Key words and phrases were highlighted for each response, and responses were summarized into phrases (units) in order to capture the main ideas.
5. Using the theoretical framework of Engestrom's (1987) activity system, a table was created, identifying the six elements of the activity system: subject, instruments, object/outcome, division of labor, community, and rules.

6. Using the key words identified from participant responses, responses were listed in the coding table using the following structure:
    - Responses related to counselor feelings, beliefs, or perceptions were listed under "subject"
    - Responses related to tools, technology, and/or school structures used by counselors were listed under "instruments"
    - Responses related to goals, mission, purpose, or results of counselor activity were listed under "object → outcome"
    - Responses related to tasks, duties, and assignments were listed under "division of labor"
    - Responses having to do with interactions with other school stakeholders were listed under "community"
    - Responses related to counselor actions and behaviors were listed under "rules"
7. After responses were listed under each activity system variable, the responses were then coded as being either a "barrier", an "enabler", or "neutral" to school counselors' ability to deliver direct school counseling services.
8. Responses coded as "barriers" were given a value of negative one (-1), responses coded as "enablers" were given a value of positive one (+1), and responses coded as "neutral" were given a value of zero (0). Creswell and Clark (2011) describe this as data transformation- transforming qualitative data into quantitative units by reducing codes to numeric information. Samples provided by Creswell and Clark were used to guide this process.

9. Within each activity system variable, values were calculated based on the combined barriers, enablers, and neutral responses; these totals were reported as variable units.

Findings

In both the *School Survey* results and the focus group responses, several factors emerged that appeared to be related to the facilitation of comprehensive school counseling services. These factors included leadership and administrative support, shared expectations and responsibilities among staff members, and goal-directed work that aligns with shared values.

School Survey- Adapted

In relation to perceptions of the availability of academic, personal/social, and college/career supports, staff means were generally higher than were student means on these items. Staff and students differed in the category of school-based supports with the highest mean score (staff perceived that academic supports had the highest availability in schools, while students perceived that college/career supports were most available). The largest range in student scores was related to the availability of personal/social supports (which had the lowest mean score in student responses). The smallest range for student scores was related to the availability of academic supports. Table 2 contains School Survey results of student and staff perceptions of the availability of support services in their school. Regarding school supports, staff scores with the largest range were related to the availability of college/career supports in the school (which had the lowest mean score). The smallest range of staff responses regarding supports services were related to academic supports.

Table 2

Results from School Survey (Adapted version)- Student and Staff Perceptions of Availability of Support Services

Measure	Variable	Mean	Minimum	Maximum	Range	Standard Deviation
School Survey: Staff	Student Supports: Academic	88.4	74.2	100	25.8	8.4
	Student Supports: College/Career	75.6	52.9	90.4	37.4	12.8
	Student Supports: Personal/Social	85.6	70.4	97.4	27.0	10.4
School Survey: Students	Student Supports: Academic	71.8	62.5	80.7	18.2	5.5
	Student Supports: College/Career	73.3	58.9	83.1	24.2	7.8
	Student Supports: Personal/Social	55.5	42.2	70.8	28.7	8.3

Contextual variables. Staff also responded to items related to the school context and organizational environment. Variables measured through these items included school culture, school ecology, and staff social systems. The variable with the largest range in staff responses was administrative support; the smallest range was shared responsibility (see Table 3).

Table 3

Results from School Survey (Adapted version)- Staff Responses Regarding Contextual Variables

Measure	Variable	Mean	Minimum	Maximum	Range	Standard Deviation
Selected Local School District Staff Survey	School Culture: Staff Connectedness	74.6	47.9	97.4	49.6	13.9
	School Culture: Shared Responsibility	87.83	75.1	95.7	20.6	6.3
	School Ecology: Physical Environment	80.0	58.4	98.0	39.6	11.1
	School Ecology: School Resources	80.5	65.7	95.6	29.8	7.9
	Social Systems: Administrative Support	76.4	42.3	97.1	54.8	14.1
	Social Systems: Staff Collegiality	89.5	71.3	97.6	26.3	8.4

In looking for patterns in the data, there were two schools that consistently scored two standard deviations above the mean and one school that consistently scored below the mean on the staff survey. Schools identified as scoring consistently above or below the mean are those with scores one standard deviation above/ below the mean on more than half of the variables listed. Interestingly, the same two above-mean schools, as well as the one below-mean school, scored significantly above/below (respectively) the mean on the administrator support and shared responsibility variables. Further exploration into administrator support and shared responsibility among staff will be an important factor in determining barriers and enablers to school counselor functioning and the delivery of comprehensive school counseling programs. These results are shown in Table 4.

Table 4

Results from School Survey- Schools Scoring 1 SD Above or Below Mean

Variable	Mean (SD)	Schools 1 SD above mean	Schools 1 SD below mean
Social Systems: Administrative Support	76.4 (14.1)	School B2 School E5	School K11
Social Systems: Staff Collegiality	89.5 (8.4)	N/A	School K11 School M13
Culture: Shared Responsibility	87.8 (6.3)	School B2 School E5	School D4 School K11
Culture: Connectedness	74.6 (13.9)	School B2 School G7	School K11 School M13
Environment: Physical Environment	80.00 (11.1)	School B2 School E5 School M13	School D4
Environment: Resources	80.5 (7.9)	School C3 School E5	School D4

Focus Group Results

Focus group responses were analyzed for overarching messages using key words and phrases. These responses were categorized based on how the key words/phrases fit into Engestrom's activity system (see Figure 1). In the activity system, the three points of

the triangle are “rules,” “division of labor,” and “instruments.” Focus group participant responses coded under “rules” were those having to do with norms regarding staff actions and behaviors. Responses coded under “division of labor” were those relating to tasks/duties/assignments. Responses related to “instruments: were related to tools, technology, and/or school structures. Also within Engestrom’s activity system diagram are “subject,” “object-outcome,” and “community.” Focus group responses related to these factors were coded as follows: responses related to counselor beliefs and perceptions were listed under “subject,” responses related to goals/mission were listed under “object-outcome,” and responses having to do with interactions with other school stakeholders were listed under “community.” Then the responses were assigned a negative value for barriers and a positive value for enablers. Overall, each category was given a “variable unit score” representing the overall sum of barriers and enablers. Table 5 includes the focus group results by variable units (coding documents are provided in Appendices D-G).

Table 5

Focus Group Results as Variable Units

Activity System Code	Variable Unit Score
Subject	+ 1
Object	- 1
Community	+ 2
Rules	- 3
Tools	- 1
Division of Labor	0

Most barriers that focus group participants reported were related to “rules: norms regarding staff actions and behaviors. The biggest enabler to counselor functioning reported by participants were related to “community,” or interactions with other school stakeholders. The focus group results indicate that working with their staff members and

stakeholders is not only an essential job function of school counselors, but collaboration with others has the potential to further enhance the functioning of school counselors. However, social and organizational norms that develop in the school have the potential to serve as barriers to school counselor functioning.

Similar conclusions were drawn from the *School Survey* results. At schools in which students reported greater availability of support services, staff reported higher perceptions of a school culture of shared responsibility and better perceptions of the social systems within the school, such as administrative support. It seems that the social network and shared culture of staff within the school are associated with student reports of higher availability of support services. Therefore, to support school counselor implementation of comprehensive programs, they must establish partnerships with stakeholders and provide leadership around a culture of shared responsibility for change.

The results from this needs assessment support the findings found in the literature regarding factors that restrict school counselors' abilities to implement comprehensive school counseling programs and services. Stakeholder misperceptions and organizational norms related to inefficient and outdated practices limit school counselor functioning. Addressing these barriers requires systemic change. School counselors need to develop fluency in a range of leadership practices in order to address the social and organizational challenges within the school context. Purposeful collaboration with stakeholders is a key opportunity to initiate the required changes in practices and to demonstrate the role of the school counselor as a leader in supporting students' academic success. Opportunities to partner with school stakeholders to create change are key.

Chapter III: Intervention Literature Review

Recent school counseling literature and the results of Jordan's (2015) needs assessment support the notion that leadership is critical for successful implementation of comprehensive school counseling programs. Additionally, the ASCA model establishes leadership as one of four themes within the national framework for school counseling programs. Major concepts of leadership theory and practice were explored to better inform the design of this study's intervention.

Leadership is a seemingly universal concept; yet there are infinite applications, definitions, and conceptualizations of what leadership means. Multiple definitions and approaches to leadership have been explored (Bass, 1990). Despite the various lenses that can be applied to leadership research, it is commonly accepted that leadership is a process whereby an individual influences a group to achieve a common goal (Northouse, 2015). Some researchers conceptualize leadership as a trait or behavior, whereas others view leadership from a relational standpoint or as a group process. Still others speak of a transformational process that changes the leader, the follower, and the organization as a whole. Northouse (2015) describes leadership as "a process that is not a trait or characteristic that resides in the leader, but rather a transactional event that occurs between the leader and the followers" (p. 6).

For the purposes of this study, leadership and management will be presented as distinct activities. The concepts are related, but the functional differences between these concepts are acknowledged by several researchers (Bennis, 1989; DuBrin, 1995; Perloff, 2004 as cited in Toor, 2011). Bennis (as cited in Toor, 2011) conceptualizes management as providing specific direction to others, while leadership emphasizes inspiration and

support. DuBrin (as cited in Toor, 2011) claims that leadership focuses on change while management focuses on predictability and order. Perloff (as cited in Toor, 2011) provides another perspective in describing leadership as focused on future vision and action while management is focused on present routines and structures for efficient operation. Using themes from existing literature and interviews of 49 executives in Singapore, Toor (2011) compared and contrasted the abstract leadership and management principles in a conceptual diagram. In this diagram, Toor details leadership as a function to empower followers and initiate change, while the function of management is to impose structures and processes to provide stability and order (2011).

School counselors make use of both leadership and management practices. School counselors use leadership to empower, motivate, and inspire others; they use management strategies to organize, and implement a comprehensive counseling program. Major principles evident within the leadership literature have been organized in this literature review by the following themes:(a) leader-focused approach, with a focus on the leader and specific characteristics demonstrated by the leader; (b) a relationship-focused approach, with a focus on the relational transactions between the leader and other participants in the change process; and (c) a system-focused approach with a focus on the transformation of existing systems to induce desired large-scale change.

Leader-Focused Approach

Early leadership theories, which placed emphasis on the traits and characteristics possessed by exemplary leaders, emerged in the early 20th century (Northouse, 2015). This leader-focused approach highlighted qualities, behaviors, or skills possessed by the leader. The trait approach became a foundational component of the leader-focused

leadership perspectives; this approach attempted to identify common traits among exemplary leaders. Several large-scale studies were published between 1948 and 2004, which attempted to identify essential leadership traits (Northouse, 2015). Commonly-cited leadership traits included intelligence, confidence, determination, integrity, and sociability.

A number of researchers (Goldberg, Kirkpatrick & Locke, Mann, Marlowe, Stogdill, and Zacarro as cited in Northouse, 2015) utilized the trait approach to explore leadership within a variety of contexts. However, research on leadership that is specific to school counselors is in its infancy. The ASCA National Model highlights school counselor leadership as an essential skill for school counselors and lists leadership as one of four foundational themes in the framework for school counseling programs. Since the ASCA National Model was introduced, several researchers and practitioners have become interested in exploring school counselor leadership.

Dollarhide, Gibson, and Saginak (2008) used qualitative techniques to pinpoint several self-reported leadership characteristics from new school counselors. Through regular (monthly or bimonthly) interviews spanning an entire year, researchers in this study prompted participants to respond about their engagement in leadership experiences within their professional settings. All five participants set a leadership goal for the year. In the final interview, participants were asked to self-determine whether or not they met their leadership goals. Several cycles of coding were used to identify themes in the participants' responses to the interview prompts. Using the participant responses of those who indicated they met their leadership goals, researchers looked for indicators of

successful leadership practices. Common among participant responses were the concepts of responsibility, courage, confidence, and focus.

Janson (2009) used Q-sort methodology to explore 49 high school counselors' perspectives on leadership. Participants sorted and ranked 40 leadership behaviors from least representative to most representative of their own behaviors in their school. The largest number of participant responses reflected leadership qualities associated with personal values, integrity, and personal responsibility. The authors found that participants demonstrated these leadership qualities through the successful completion of daily goals and through engagement in self-reflection and professional growth.

Young, Dollarhide, and Baughman (2015) significantly contributed to the relatively limited number of studies on school counselor leadership. The authors analyzed survey responses from 1,316 counselors regarding their perceptions of essential characteristics of school counselor leaders. The responses were sorted through a multi-step process by several reviewers and grouped thematically. Five major thematic groupings emerged from the responses regarding characteristics of school counselor leaders. Participants referenced leadership attributes, relational attributes, communication and collaboration, exemplary program design, and advocacy. The theme with the largest number of responses was leadership attributes. There were 915 references to individual leadership attributes, making up 37% of the total responses. Leadership attribute responses encompassed leader-specific behaviors and qualities (Young et al., 2015). Participants referenced attributes such as determination, motivation, persistence, confidence, and innovation (Young et al., 2015).

Leader-focused frameworks are a traditional way of identifying aspects of leadership. Studies taking a leader-centered approach promote such qualities as determination, integrity, content knowledge, and likeability. Several studies have revealed that school counselors value the importance of social and affective skills in leadership.

Relationship-Focused Approach

Relationship-focused leadership models emphasize the interactions between leaders and members. One approach within the relationship-focused framework is the transactional model and the related Leader-Member Exchange theory, which conceptualizes leadership as a process that unfolds between leader and follower rather than a trait that belongs only to the leader (Northouse, 2015). Central to this theory is the idea that the quality of the relationship between leaders and members is predictive of organizational outcomes. The leader-member relationship is built as a result of engagement in various interactions or activities. These leadership activities including communication or information-sharing, collaborative problem-solving, mutual support, and shared advocacy. When leaders and followers act on shared goals while also respecting each other as individuals, positive outcomes are likely.

Clemens, Milsom, and Cashwell (2009) applied the Leader-Member Exchange theory to the counselor-principal relationship and found that exchanges such as shared decision-making, consultation, and information-sharing between principals and school counselors were more likely to occur in high quality relationships. When school counselors and principals engaged in shared leadership practices, it strengthened their working relationship and also promoted the transformed school counseling mission:

school counselor as leader and advocate. School counselors frequently collaborate with school administrators and these opportunities should be used to demonstrate their leadership potential and their ability to serve the entire school. The nature and outcomes of interactions between school administrators and school counselors can shape future opportunities for leadership potential.

Leader-Member Exchange theory and other transactional models account for the interactions between leaders and members that contribute to successful leadership practice. The dramatic impact (realized even from seemingly trivial activities) as cited in Dollarhide, Smith, and Lemberger's (2007) study illuminates yet another aspect of leadership- the ability to engage and inspire others to the extent of creating individual, group, or organizational change is often recognized as transformational leadership (Northouse, 2015).

Gaining the support of the school principal is an enormous leadership victory for school counselors. This opens the door for facilitation of direct services and the delivery of a comprehensive school counseling program. Dollarhide et al.'s (2007) study used qualitative data from phenomenological interviews to understand how principals came to be supportive of school counseling programs. These critical incidents were defined as "situations, events, or experiences that [the study participants] believed had the greatest impact on her/his development" (p. 361). Most principals referenced counselors' daily activities and participation with members of the school community as valued leadership behaviors. Through communication, problem-solving, and advocacy, counselors were able to "model the way" of leadership (Kouzes & Posner, 2002, p.13). Through dialogue

and activities, counselors were able to model leadership and behaviors to guide administrators other important stakeholders toward achieving common goals.

In 2008, Janson, Militello, and Kosine conducted a Q-methodology (which allows for quantitative statistical analysis) using a sample of both high school counselors and principals (*N = 39)*. Participants rated 45 statements through a Q-sort to determine which statements were the most representative of the counselor-principal relationship and which were the least representative. Participants had the highest level of agreement with statements having to do with open communication and trust. Counselors and principals also selected statements related to shared goals and collaborative, purposeful activities. The authors noted that school counselors and principals can perform more effectively with mutual support, advice, and understanding that interdependence forms the foundation of an effective working alliance.

For school counselor leaders, it is crucial to partner not only with school administrators but other stakeholders as well. Lewis and Borunda (2006) describe participatory leadership as a shared activity in which leaders engage the community to develop actions designed to change individuals' behaviors, community culture, and ultimately to instill lasting systemic change. According to Lewis and Borunda, "participatory leadership calls school counselors to… [create] school counseling programs that are committed to social justice… [which demands that counselors] engage in dialogue with their community, to transform their programs" (p.84). Relationship-focused skills and practices contribute significantly to school counselor leadership practices. Within the school and on a larger scale, school counselors can use their

interactions with stakeholders to reshape their counseling programs, stakeholder perceptions, and the profession as a whole.

System-Focused Approach

The system-focused approach expands upon leader-focused and system-focused concepts and takes into account the interrelated factors that impact the way an organization operates. Leadership in complex systems is made up of a collection of interdependent practices and multiple subsystems (Balugon, 2001). Gee (2008) describes the various components of systems, which include individuals, the community, social norms, resources, the division of labor, and organizational objectives. Enacting systemic change requires a skilled leader who is strategic in distributing leadership activities across the various components of the system. Northouse (2015) describes a transformational approach—a comprehensive method of enabling significant change in organizations.

Several researchers have attempted to identify the intricate components of transformational leadership. Bennis and Nanus (as cited in Northouse, 2015) emphasized the need for transformational leaders to be social architects of their organizations—designing a vision, strategic plan, and the structural and procedural elements necessary to support the vision for change. In her publication on strategic change in organizations, Balogun (2001) detailed a variety of factors within organizational systems that must be attended to when instituting transformational leadership practices for systemic change. These factors include routines, structures, symbols, and tools that can facilitate or hinder systemic change. Balogun states that organizational (systemic) change requires attention to individuals within the system, organizational culture, and communication regarding change and planning for improved outcomes. Transformational leadership embraces

individual leadership attributes, interpersonal skills, and the ability to manage structural and organizational elements; this approach is frequently cited as supporting systemic change.

Hatch (2008) asserted that the school counseling profession is challenged by institutional, organizational, and political barriers that have excluded counselors from leadership roles and have left them vulnerable to being misunderstood and undervalued. Hatch described the various layers of social and organizational culture that must be adapted to align with the role transformation that is occurring within the school counseling profession. Policies, norms, resources, and training require change and demand that school counselors take an active role in leading systemic change. Systems change is an enormous undertaking and will not be accomplished by school counselors alone.

Catalyzing and sustaining change in systems (such as schools) is complex; this weighty task of enacting change is cast over a system of people, structures, and tools. Spillane, Halverson, and Diamond (2001) described distributed leadership as interactions between leaders, other actors, and the environment that are embedded within the social and situational context. Distributed leadership aligns with sociocultural and social constructivist perspectives of human activity. Through the distributed leadership lens, leadership practice is a product of interactions among leaders, followers, and the situational context. The situational context includes elements such as resources, routines, and tools (Spillane et al., 2001). Through this approach, leadership is explored as a practice, not as an individual characteristic or a trait.

Janson, Stone, and Clark (2009) described how school counselors are already in a position to contribute to systemic change, particularly through the practice of distributed leadership. School counselors naturally collaborate with school administrators in implementing school leadership practices by providing staff development, organizing schoolwide initiatives, and collaborating with teachers to deliver the core counseling curriculum (Janson et al., 2009). Additional counseling practices, such as consultation and collaboration, are opportunities to distribute the task of advocating for students among other school and community members. Janson et al. recommended that school counselors and counselor educators partner with school leaders and district leaders to engage stakeholders in becoming active participants in reshaping school systems to enhance school counselor functioning and contribute to better student outcomes.

School Counselor Leadership Practices

Various approaches to conceptualizing leadership have been explored: a leader-focused approach, which attempts to highlight unique traits and behaviors possessed by those considered to be leaders; a relationship-focused approach, which focuses on leadership as a process that unfolds through interactions between leaders and followers; and a system-focused approach, which requires attention to social and organizational elements. The school counseling literature has made use of leadership models at all three levels. The ASCA National Model (2012) recommends that school counselors take a comprehensive approach in developing leadership competencies. The National Model outlines leadership knowledge, skills, and attitudes that are essential to school counseling.

From a constructivist perspective, leadership can be conceptualized as a practice or activity, accounting for the social and contextual influences on these practices.

Spillane, Halverson, and Diamond (2001) conceptualized school leadership as being "grounded in activity rather than in position or role" (p.24). Young and Bryan's (2015) exploratory factor analysis of counselor responses to the School Counselor Leadership Survey identified five categories of school counselor practices that school counselors endorsed as being relevant to the profession. The five categories were resourceful problem-solving, interpersonal influence, systemic collaboration, social justice advocacy, and professional efficacy (Young & Bryan, 2015). Resourceful problem-solving includes such practices as networking, securing resources, and strategic implementation of counseling services. Interpersonal influence describes counseling practices that build positive relationships between counselors and stakeholders. The interpersonal influence dimension captures school counselors' abilities to navigate the politics of the school and to align counseling practices with other school programs and goals. Systemic collaboration involves active collaboration with stakeholders to enact systemic change. Social justice advocacy refers to practices that promote academic achievement for all students, develop school-family partnerships, and challenge systemic inequities. Professional efficacy is the school counselor's belief in his/her own abilities as a leader and change agent (Young & Bryan, 2015).

Given the broad scope of the work of school counselors, it is imperative that counselors enact a variety of leadership practices in order to advocate for students, partner with families, support the school's mission, and lead for systemic change. Enacting leadership practices is done alongside other stakeholders. Frequently, school counselors work with teachers, administrators, other support professionals, or students

and families. Leadership practices also are specific to the context in which they occur. The norms and policies of the school and the community shape how all participants act.

There remains a need for school counselors to transform the school counseling profession through leadership, collaboration, advocacy, and systemic change. This requires that school counselors graduate with confidence in their ability to lead for systemic change and in their experience collaborating with stakeholders. In order to be prepared to meet this challenge, pre-service school counselors must have meaningful preparation experiences that allow them to develop a variety of leadership skills. Practicing leadership within the school setting will allow pre-service school counselors to understand the social and organizational structures within schools that either enable or hinder the work of school counselors.

Learning Leadership

Hayes and Paisley (2002) underscore the importance of relevant experience in the learning process, stating "experience is not just the best teacher, it is the only teacher" (p.170). Experiential Learning is frequently employed in higher education settings as a way for learners to conceptualize, apply, and refine the knowledge and skills that were introduced through coursework. In 1984, Kolb described the process of learning through experience in a four phase model. The four stages in this model (Kolb's Experiential Learning Theory, 1984) are concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the first stage, concrete experience, the learner is actively involved in a new activity, situation, or event (see Figure 2). Experience is how the person comes to conceptualize an event. Experience may be the most important part of learning. During the second stage, reflective observation, critical

thinking occurs as the learner gathers and organizes information associated with their experience; the learner makes meaning of the event. This leads directly into the third stage, abstract conceptualization, in which the learner forms or modifies an idea or abstract concept in order to make generalizations or draw conclusions. Lastly, through active experimentation, the learner is able to test their conclusions in future situations. This, in turn, may start the learning cycle over again as the learner begins a new experience.

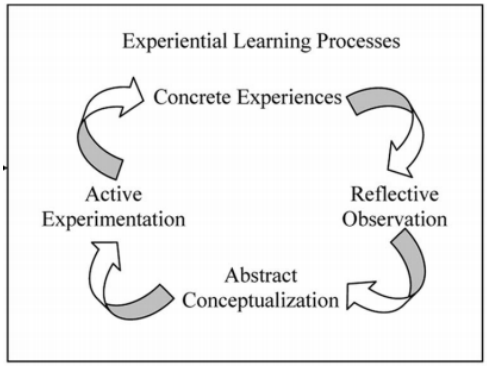


Figure 2. Kolb's Experiential Learning Processes. Adapted from Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, *4*(2), 193-212.

Though Kolb's theory seems to place much emphasis on the internal cognitive processes, Kolb and Kolb (2005) expanded on the 1984 ELT model to clarify underlying social constructivist aspects of the theory. Kolb and Kolb (2005) state that "learning results from synergetic transactions between the person and the environment…[and] social knowledge is created and recreated in the personal knowledge of the learner" (p. 194). The learner incorporates their own social and cultural mental framework within the various stages of the learning process.

Experiential Learning Theory provides the foundation for internship experiences (Walker, 2012). The experience, reflection, and construction of ideas related to internship

activities enhances the learner's overall development by linking knowledge, skills, and dispositions required in the workplace (Kolb, 1984; Walker, 2012). The internship opportunity allows students to apply classroom knowledge in the work environment and to bring relevant experiences to classroom dialogue (Walker, 2012).

All students in accredited counseling programs are required to complete supervised fieldwork in the form of a 100-hour practicum and a 600-hour internship (CACREP, 1994). CACREP defined internship as:

> A distinctly defined, post-practicum, supervised 'capstone' clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement. (p.103)

The internship can be considered a culminating experience that allows pre-service school counselors to integrate the knowledge, skills, and practices that they have developed throughout their graduate training. Most importantly, the internship allows for students to extend and refine their learning. Content covered in classroom coursework becomes meaningful and relevant during the experiential process of fieldwork experience and internship reflection. Experiential learning through the internship allows for the construction of knowledge, skills, and dispositions that will be required of school counselors in schools.

Hayes and Paisley (2002) recommended an experiential, interdisciplinary and systems-focused approach to counselor preparation. They asserted that transformed school counselors must be prepared to address intrapersonal, interpersonal, and

organizational challenges. This requires skills like collaboration, advocacy, and leadership. Hayes and Paisley suggested that through the practicum and internship experiences, pre-service school counselors should be allowed the opportunity to practice relevant skills like participatory decision-making, interdisciplinary collaboration, and analysis of interrelated systems and context.

House and Sears (2002) emphasized that relevant experience, active learning, and reflective practice allows school counselors to build the skills they need to be prepared for the leadership and change-agent roles in schools. They assert that it is critical for pre-service school counselors to engage in experiential learning and reflective inquiry in order to develop a strong professional identity and program vision before entering the profession. New school counselors are vulnerable to falling under the direction of others when they do not have a clearly defined vision and plan of their own (House and Sears, 2002).

Jackson et al. (2002) suggested that a successful school counseling program cannot be implemented without the buy-in and engagement of other members of the school. Knowing how to work with various stakeholders is essential to the successful transition of the newly trained counselor. Jackson et al. recommended that school counselor educators think creatively about how to provide opportunities for pre-service school counselors to engage with stakeholders and apply leadership practices. Transforming the school counseling profession requires that all school counselors (and particularly new school counselors) have the confidence to develop and implement programs aligned to the vision of the school counseling program and its educational goals. According to Jackson et al., visioning and community-building are necessary for

school counselors attempting to bring a new model of school counseling to schools, which tend to be change-resistant institutions.

The opportunity for pre-service school counselors to practice these skills within a school setting as part of an internship experience can help facilitate the new vision for school counseling and the effective implementation of the ASCA National Model. In fact, the National Model provides suggested tools to facilitate effective program implementation. Featured under management tools is the description of the Advisory Council. According to the ASCA (2012), "an advisory council is a representative group of stakeholders selected to review and advise on the implementation of the school counseling program" (p.47). Because the advisory council is designed to promote school counselor leadership and collaboration, it is an ideal tool to develop leadership skills in pre-service school counselors.

Counseling Advisory Councils

Advisory councils are not limited to school counseling programs and are commonly utilized by business and non-profit organizations to support the work of the a program, department, or organization (Axelrod, 2004). Axelrod (2004) developed a series of resources to provide information, tools, resources, and best practices for non-profit organizations; she developed a book, *Advisory Councils*, to describe the roles that advisory councils play in helping an organization to function more efficiently (Axelrod, 2004). For the purpose of this study, the advisory council will be described as a support to the counseling department (in some schools the counseling department may consist of only one school counselor). Additionally, advisory councils may connect the department with people who possess unique knowledge and skills and who can serve as a bridge to

community. The ASCA National Model's (2012) advisory council guidelines align with Axelrod's framework of best practices for advisory councils. ASCA recommendations (2012) and Axelrod's framework (2004) were reviewed by the researcher to determine key activities associated with advisory council functioning and school counselor leadership.

Advisory council activities. The ASCA National Model (2012) provides considerations for creating an advisory council, including a statement of goals and objectives regarding the council's purpose, a representative group of members to provide input on school counseling programming, consideration as to the size of the advisory council, appointment of a chairperson to effectively run meetings, and a uniform structure for a meeting calendar and agenda. Similarly, Axelrod (2004) suggested clarity in purpose, an explicit statement of responsibilities for members, consideration of members and representation from key stakeholder groups, and consideration of advisory council processes and procedures (Axelrod, 2004).

Additionally, Young, Millard, and Miller-Kneale (2013) provide suggestions for organizing collaborative teams to "allow counselors to self-reflect, understand the concerns and interests of stakeholders, problem-solve issues, and diminish existing obstacles within the instructional environment" (p.265). Young et al. identified five steps critical to framing the collaborative team: (a) defining the structure, (b) identifying members, (c), building support and "buy-in", (d) creating purposeful team meetings, and (e) evaluating effectiveness (p. 260). They emphasize that the collaborative team serves to respond to school needs, support student success, and build the capacity of school counselors as leaders.

Based on relevant findings in leadership and school counseling literature, the following ideas will be considered in the design of this study's intervention:

- Leadership incorporates leader-focused, relationship-focused, and system-focused elements (Northouse, 2105)
- School counseling practice is situated within the context of the school's social and organizational culture and norms (Jordan, 2015; Spillane et al., 2001); PSSCs should have the opportunity to apply leadership practices within the school context.
- Leadership practice is situated in collaborative work with other people and tools, requiring a range of leadership skills (Spillane et al., 2001)
- As with all other activity, leadership development requires that school counselors have concrete experiences as well as opportunities to reflect and adjust practice as needed (Kolb, 1984; House & Sears, 2002).
- The facilitation of CACs employs leadership, influence, problem-solving, collaboration, and advocacy skills (all essential to school counseling).
- Sharing the school counseling vision, identifying key stakeholders, aligning counseling practices with the overall school mission, sharing program goals, and securing necessary resources are important components of comprehensive school counseling programs (ASCA, 2012).

Chapter IV: Intervention Procedure and Program Evaluation

Key concepts from existing leadership and school counseling literature were integrated into the intervention activities developed for this research project. Five leadership dimensions (professional efficacy, resourceful problem-solving, systemic collaboration, interpersonal influence, and social justice advocacy) were identified as relevant school counselor leadership practices based on Young and Bryan's (2015) study. These school counselor leadership dimensions also align nicely within the broader leadership framework (leader-focused, relationship-focused, and system-focused approaches) that emerged from the leadership literature review. It was the task of this researcher to incorporate collaborative activities aligned with each leadership dimension in order to support development of leadership skills in pre-service school counselors. These collaborative activities came from best practices for advisory councils in the third edition of the ASCA National Model framework (2012), the activities and samples included in the ASCA National Model Implementation Guide (2016), and guides from several other systems-change initiatives (Center for Mental Health in Schools & Student/Learning Supports, 2017; OSEP Technical Assistance Center, 2017). Nine critical activities were included within a workbook template to guide participants in facilitating Counseling Advisory Council (CAC) activities. The nine critical activities are detailed in the intervention design section of this chapter. The purpose of this study was to examine how the implementation of participant-led CAC activities impacted the participants' leadership practices.

Research Design

This quasi-experimental explanatory sequential mixed-methods design made use of both quantitative and qualitative data. In the single-group pre-post-test repeated measures approach, "each subject serves as his/her own control" (Lipsey, 1998, p.51). Results were collected from the School Counselor Leadership Survey (Young & Bryan, 2015) to assess the impact of the intervention. The process of the intervention was evaluated using a survey designed by the researcher to examine the extent to which the intervention was implemented in comparison to the original design (Dusenbury, Brannigan, Falco, & Hanson, 2003), the possible intervening or enabling conditions for implementation, and the perceived benefits of implementation. This chapter describes the participants, participant recruitment, instrumentation, intervention procedure, data collection and data analysis.

Research Questions and Hypothesis

The following research questions guided the current study:

Research Question 1. How does facilitation of Counseling Advisory Council activities impact pre-service school counselors' leadership practices?

Research Question 2. To what extent do Baltimore-area schools implement Counseling Advisory Council activities?

Research Question 3. What factors hinder or enable facilitation of Counseling Advisory Council activities?

The null hypothesis was adopted in relation to Research Question 1, making the assumption that facilitation of CAC activities would have no impact on the leadership practices of pre-service school counselors.

Intervention Design

With clearly defined research questions, the next step in the research design process was the design of the intervention. Leviton and Lipsey (2007) note that treatment theory begins with a clearly defined problem statement, outlining the problem definition, target population, and treatment circumstances and conditions. Inputs, activities, and outcomes were delineated through logic model development (W.K. Kellogg Foundation, 2004). The theory of treatments suggests that the treatable conditions (engagement in structured, collaborative activities with stakeholders) are addressed through the intervention activities that are conducted by participants (PSSCs), given that essential features are adhered to. The assumption is that when PSSCs engage in these activities with stakeholders, it will contribute to changes in PSSC behaviors and beliefs, and will ultimately impact PSSC leadership practices.

Leviton and Lipsey (2007) identified four commonly used theories of treatment: basic two-step, causal diagram, stage-state analysis, and substantive model. Stage-state analysis represents an appropriate model for this intervention. The stage-state analysis focuses on the treatment process, and the stages and states in which participants' progress during treatment. It should be noted that the researcher makes the following distinction between intervention stages and implementation phases: The intervention stages include all processes in which treatment conditions were addressed. The implementation phases include the intentionally designed activities which participants conducted within the school context. Table 6 compares intervention stages and implementation phases. The difference is that intervention stages included an introduction stage in which the

participants engaged with the researcher to obtain introductory information regarding the study and CAC activities.

Table 6

Timeline for Implementation of CAC Activities

Intervention Stage	Implementation Phase	Targeted Leadership Practices	Activities	Suggested Deadline
Introduction	-----	Professional Efficacy (PE)	Attend orientation meeting Agree to participate Complete baseline survey	Feb 7 Feb 14 Feb 17
Initiation	Initiation	Interpersonal Influence (II); Systemic Collaboration (SC)	1) Develop vision/mission statement 2) Identify stakeholder 3) Obtain membership agreements	Feb 28
Installation	Installation	Systemic Collaboration (SC)	4) Roles and responsibilities 5) Agree on operating procedures 6) Design meeting agenda	March 17
Integration	Integration	Resourceful Problem-Solving (RPS); Social Justice Advocacy (SJA)	7) Share data and goals 8) Internal resource map 9) School/community resources	April 21

The nine activities were established based on the guidelines for best practices of advisory councils in the third edition of the ASCA National Model framework (2012), the activities and samples included in the ASCA National Model Implementation Guide (2016) and several other systems-change initiatives (Center for Mental Health in Schools & Student/Learning Supports, 2017; OSEP Technical Assistance Center, 2017). A template for each activity and a brief list of recommended practices was created for each activity and organized in a workbook format for participants. The entire workbook can be found in Appendix N. The nine critical activities were categorized in the workbook by implementation phase (see Table 6). Each of the nine activities has been assigned a short code so that it may be easily referenced within this chapter. See Table 7 for the activity description and short code.

Table 7

Short Codes for CAC Activities

Activity Title	Short Code
1) Create vision and Mission statements	1) Create vision
2) Identify counseling program stakeholders	2) Identify stakeholders
3) Obtain CAC membership agreements	3) Membership agreement
4) Assign CAC roles and responsibilities	4) Roles & Responsibilities
5) Agree on CAC operating procedures	5) CAC Procedures
6) Design CAC agenda template	6) Agenda
7) Share school data profile SMART goals with stakeholders	7) Share data and goals
8) Develop internal school resource map	8) Internal Resource Map
9) Create school/community resource map	9)School/Community Resources

Participants. Participants in the study were members of the School Counseling Fellows program at Johns Hopkins University (JHU). The School Counseling Fellows program is a full-time graduate program in which students complete a Master of Science in Counseling degree in 15 months, with a focus on serving urban schools (Johns Hopkins University, 2015). In the spring semester prior to graduation, these students are placed in a Baltimore-area school to gain internship experience in a professional setting while being supervised by School of Education faculty and a site-based certified school counselor employed by the school system. The average enrollment for the Counseling Fellows program is about 10-15 students per year. In order to be included in the study, participants must have been actively enrolled in their field experience within the Baltimore City Public Schools System and in the internship course during the spring semester (January through May). There were eleven PSCCs in the Counseling Fellows cohort, and seven chose to participate in this study. The logic behind working with PSSCs was that they would have taken the appropriate coursework needed to apply the knowledge and skills for the intervention and would be able to apply and enhance these skills/competencies within their field placement site.

Of the seven participants, six were female and one was male. Four participants indicated their highest level of education was a master's degree, and three participants listed "other" as their highest level of education. Two participants identified their racial/ethnic background as Asian/Asian American/ Pacific Islander, one identified as Black/African American, and four identified as White/European. All seven indicated that they work in an urban school. Six participants indicated they work in a public school; one indicated working at a charter school. Five participants worked within K-8 schools and two worked in high schools. Four participants responded that there were more than 1,000 students enrolled in their school. Two participants reported 500-1,000 students enrolled within their schools, and one participant reported having under 500 students enrolled at their current school site. Three of the participants reported having only one school counselor employed at their site. Two participants reported having two school counselors, one participant reported having four school counselors, and one additional participant reported having five employed school counselors (see Table 8).

Table 8

Participant Responses to Demographic Items on SCLS

Please indicate your gender	%	# part.
Male	14.29%	1
Female	85.71%	6
What is your highest level of educational training?		
Master's Degree	57.14%	4
Specialist's Degree	--	0
Doctorate	--	0
Other	42.86%	3
What category best describes your racial/ethnic background?		
American Indian or Alaska Native	--	0
Asian/ Asian American/ Pacific Islander	28.57%	2
Black or African American (including African and Afro-Caribbean)	14.29%	1
Hispanic, Latino	--	0
White/European	57.14%	4
In which type of school setting do you work?		
Urban	100%	7
Suburban	--	0
Rural	--	0
Select the most appropriate description for your school		
Public school	85.71%	6
Private school	--	0
Charter school	14.29%	1
At which level do you work?		
Elementary school	--	0
Middle school	--	0
k-8 school	71.43%	5
High school	28.57%	2
Indicate the approx.. # number of students in your school		
Less than 500	14.29%	1
501-1000	28.57%	2
More than 1000	57.14%	4
How many school counselors work in your school?		
1	42.86%	3
2	28.57%	2
3	--	0
4	14.29%	1
5	14.29%	1
6 or more	--	0

Study setting. Participants in this study were all pre-service school counselors enrolled in full-time coursework at JHU and placed in a host school internship site within the BCPSS system for field experience.

Baltimore City public school system. The Baltimore City Public School System (BCPSS) is a large urban district in Baltimore, Maryland that serves over 84,000 students and employs over 5,000 teachers. Though this large, high poverty, majority-minority urban school system is frequently cited as having poor performance, it is considered one of the fastest improving districts in the state (Stringfield & Yakimowski-Srebnick, 2005). Several reform efforts had recently been implemented in the district with an emphasis on equity, accountability, and rigor (Stringfield &Yakimowski-Srebnick, 2005). District transformation began in 2010 with the introduction of Common Core State Standards to guide curricula (Santelises, 2016), the shift of some degree of financial autonomy from central office staff to school administrators (Grossman, Johnson, & Brookover, 2011), a newly adopted teacher evaluation system (Balch, 2013), and an innovative teacher contract that aligned salary and career advancement with demonstrated effectiveness (Baltimore City Public Schools, 2010). After seven years of drastic district changes, new policies, and evolving practices, the district was hit with another significant obstacle. In January of 2017 (just prior to implementation of this study's intervention), the BCPSS CEO announced preparation for significant staff layoffs in the district in order to close the system's budget gap (Prudente & Green, 2017). This meant that the majority of schools would lose critical staff in both teaching and non-teaching positions (such as counselors and librarians) in the following school year. BCPSS presented many of the contextual barriers typical of urban school settings: limited resources, greater community

needs, and financial instability (Owens, Pernice-Duca, and Thomas, 2009). The pre-service school counselors placed in this setting were exposed to these substantial challenges associated with working in urban schools.

Johns Hopkins University internship. The JHU Master of Science in Counseling program is accredited by CACREP and therefore, the internship requirements align with CACREP standards. The internship experience for the full-time Counseling Fellows program (in which all study participants were enrolled) consists of 600 clock hours (at least 240 hours are direct service) of school counseling experience completed within one spring semester. During this full-time experience in the schools, these PSSCs engage in a range of experiences including: individual and group counseling, classroom guidance, consultation, supervision, and the completion of an advocacy project. The pre-service school counselors also participated in a required weekly seminar with other pre-service school counselors and a Counseling faculty member (Johns Hopkins University, 2015).

Participant recruitment. Participant recruitment took place in several stages between fall 2016 and spring 2017. First, the Faculty Supervisor for the School Counseling Fellows program was contacted via email regarding the availability of PSSCs to participate. Upon expressed interest and agreement from the Faculty Supervisor, a 45-minute in-person orientation meeting was set to introduce PSSCs to the study. Prior to the orientation, PSSCs were sent an email explaining the study, which provided the orientation date and requested a response as to whether they would participate in the orientation meeting. Nine PSSCs agreed to attend the orientation meeting; however, only eight participants actually attended the orientation session. An introduction to the purpose and scope of the study, along with orientation materials and the CAC facilitation

workbook (Appendix N), were shared with PSSCs during the orientation session. After receiving orientation information, participants were provided with the Informed Consent document (Appendix O). Six PSSCs signed the Informed Consent at the conclusion of the orientation session and provided the document directly to the researcher. One PSSC electronically submitted the signed Informed Consent to the researcher one week later.

Instruments. Two instruments were used for data collection in this study. The School Counselor Leadership Survey (Young & Bryan, 2015) was used to collect pre- and post- test data on participant reports of leadership practices and beliefs. The Post-Implementation Reflection Survey was designed by the author to collect information regarding the process, extent, and experiences of implementation of Counseling Advisory Council activities.

School counselor leadership survey. This instrument was the first to be designed specifically for school counselor leadership and to be normed on school counselors. Because the School Counselor Leadership Survey (SCLS) is a relatively new instrument, extensive analyses on its psychometric properties have not been conducted. However, Young and Bryan (2015) subjected the survey to several phases of analysis in order to explore the psychometric properties. The survey was established after three phases of development and analysis.

The first phase involved a literature review and feedback from focus groups. Young and Bryan (2015) reviewed school counselor leadership, education leadership, and survey development literature to identify relevant themes and items. Next, a total of three focus groups (consisting of school counselors and school counseling graduate students) were held to generate feedback on survey items. A total of 211 items were generated

from the literature review and focus group sessions. The authors then used concept mapping to identify emerging themes and remove any redundant items. Through this process, 43 items were selected for survey use. The 43 survey solicited responses on a 7-point Likert scale.

Next, a pilot study was conducted with these 43 survey items. A total of 151 participants (from one Midwest school district and one East Coast school district) volunteered to participate in the pilot. The majority of participants (145) were practicing school counselors; the other six participants were state administrators (2) or graduate students (4). The pilot study was conducted during professional development trainings that occurred within the two school districts. With responses from 151 participants, an analysis of the 43 items was conducted. The items were subjected to principal component analysis and principal factor analysis. The authors retained five factors from the pilot. Additionally, the authors asked a panel of five counselors and two counselor educators to review the items for clarity, relevancy, and content validity. Four items were deleted, resulting in 39 survey items.

Exploratory factor analysis was used to examine the 39 items. Exploratory factor analysis is a way to discover overlapping characteristics, patterns, and themes within a large set of data. It is used as a way to create a set of variables for similar items in the set (known as dimensions). Primary factor analysis indicated that a five-factor solution was most meaningful (Young & Bryan, 2015). Factor loadings (or pattern coefficients) of .32 or greater were retained for final factor scales (Young & Bryan, 2015). A total of 32 items were retained, after seven items with pattern coefficients below .32 were deleted (Young & Bryan, 2015)

The five factors were named according to the items within that scale with the highest loading (Young & Bryan, 2015). The five factors included are Interpersonal Influence (9 items), Systemic Collaboration (6 items), Resourceful Problem Solving (10 items), Professional Efficacy (4 items), and Social Justice Advocacy (3 items). The reliability (internal consistency) of each factor was determined using Cronbach's alpha. Cronbach's alpha scores ranged from .82 to .89. Cronbach's alpha scores above .8 are generally accepted as good (Goforth, 2015).

The pilot study phase (Young & Bryan, 2015) also explored the validity of the SCLS based on group differences on leadership factors by comparing the factor scores across school level and school location. On all but one factor, supervisors scored significantly higher than elementary, middle, and high school counselors. On resourceful problem-solving, there was no mean difference between middle school counselors and supervisors. State-level counseling supervisors scored significantly higher than multilevel counselors on two of the five factors (Social Justice Advocacy and Systemic Collaboration). There were no significant differences between mean scores of supervisors and multilevel counselors on three of the factors (Resourceful Problem-Solving, Professional Efficacy, and Interpersonal Influence).

Young and Bryan (2015) also compared group means using only elementary, middle, and high school counselors (supervisors not included). In this comparison, only one factor resulted in significant differences among groups. On the Social Justice Advocacy factor, high school counselors scored significantly higher than elementary and middle school counselors. Next, mean differences were compared by school location. Only one factor resulted in significant mean differences; this was the Social Justice

Advocacy factor, with mean differences between school counselors and supervisors in urban locations reporting higher scores than those in rural settings. Later, confirmatory factor analysis was conducted, resulting in one additional item ("I have a clear vision for the school counseling program") being deleted (A. Young, personal communication, June 5, 2017). Therefore, the final survey instrument contained 31 Likert-scale items.

Adjustments for this study. With permission from the original survey author, several adjustments were made to a few of the demographic items on the scale in order to fit the sample of participants (see *Demographic items*). Also, all survey items were loaded in an electronic platform using Qualtrics, a web-based tool for creating and conducting online surveys (Sniadach, 2013). Additional items (Post-Implementation Reflection Survey questions) were provided along with the SCLS on the post-test. Lastly, one item from the Interpersonal Influence dimension of the original survey ("I have high expectations of all students") was omitted from the results of this study due to a participant failing to respond to the item on the SCLS pre-test.

Demographic items. Eight demographic items were included on the SCLS. Two items were deleted from the original survey as they did not apply to PSCCs in this study. These items were: "Do you currently work as a school counselor or school counselor supervisor?" and "How many years' experience do you have as a school counselor?" Three items were adapted to reflect demographic information at the school level versus the district level (e.g., "How many school counselors work in your school?" replaced "How many school counselors work in your district?").

*Likert-scale leadership items***.** Thirty-one Likert-scale leadership items were included on the electronic pre- and post-tests. Survey item responses were measured on a

7-point Likert scale (1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Sometimes, 5 = Fairly Often, 6 = Very Often, 7 = Always).

Open-ended response. The open-ended response item asked participants to "list two characteristics that you believe are essential for school counselor leaders" (Young & Bryan, 2015).

Post-implementation reflection survey. The Post-Implementation Reflection Survey (PIRS) was designed by the researcher. The items included in the PIRS were designed to gain information about the process of implementation. The researcher used recommendations from Dusenbury, Brannigan, Falco, & Hanson (2003) and Saunders, Evans, and Joshi (2005) to establish this measure of fidelity of implementation. Dusenbury et al. offer five criteria for evaluating fidelity of implementation: adherence, dose, participant responsiveness, quality of delivery, and program differentiation. Saunders et al. propose two additional considerations in process evaluation: reach and context. Reach measures the proportion or number of the intended audience that participates in the intervention. Context refers to aspects of the environment that influence implementation or other aspects of the intervention (Saunders et al., 2005). The process evaluation of the PIRS was based on: (a) dose delivered- amount or number of intended units of each essential intervention component delivered (Saunders et al., 2005), (b) reach- exposure of program elements to intended audience (Saunders et al., 2005), (c) participant responsiveness- how participants viewed their participation in the intervention (Dusenbury et al., 2003), and (d) context- environmental factors that impacted implementation (Saunders et al.,2005). In designing the items and response options, the researcher used the following recommendations by James Bell Associates, which states:

> Fidelity instruments can be created to allow for dichotomous (yes/no) responses, Likert scale responses, or open-ended responses…for less structured programs in which providers follow general guidelines rather than adhering to specific content or a specified number of sessions, fidelity instruments may be completed on an ongoing basis or at the end of a program to indicate whether the fidelity criteria were met. (p.6)

PIRS items asked participants to report on baseline status of each CAC activity (prior to implementation) implementation status of each activity (*not initiated, initiated, completed*), the participation status of each activity (number of staff members who participated), and the perceived benefits of the activity (whether or not the activity provided an opportunity to apply counselor leadership skills). Participants were also asked to select the baseline status (*no CAC, inactive CAC, or active CAC*) of the CAC at their host school (prior to implementation of CAC activities). The Post-Implementation Reflection Survey also asked approximately how many other school-wide committees were active in the host school (*0-1, 2-5, more than 5*). Additionally, two open-ended items were included: 1) "What helped you implement the CAC activities at your host school site?" and 2) "What hindered implementation of CAC activities at your host school site?"

Procedure

This section provides a summary of the components of the three month (February through April 2017) experiential learning intervention. intervention occurred in four stages: introduction, initiation, installation, and integration.

Introduction. The first stage of the intervention (Introduction) consisted of the following activities for participants: demonstrating interest in engaging in leadership activities, actively reflecting on leadership characteristics and skills, and contributing to current research about school counselor leadership. During this stage, PSSCs engaged with the researcher to gain information about the CAC activities, school counselor leadership, and the current study. At the orientation meeting, participants were given an overview of the purpose of the study, its intended benefits, its procedures, their voluntary participation, data collection methods, and intervention materials. No other school stakeholders were involved at this part of the process. The purpose of these activities was to develop interest and confidence in the PSSCs' abilities to affect change and serve as leaders. Therefore, the leadership dimension that was targeted at this stage was professional efficacy. Regardless of whether they agreed to participate in the study, all participants who attended the orientation were provided with intervention materials (Appendix M). Intervention materials were also posted electronically on a Google site, and participants were given access to the website. Throughout the orientation meeting and at the conclusion of the meeting, participants were given the opportunity to ask questions about the study and/or about the proposed CAC activities.

Initiation. The second stage of the intervention (Initiation) consisted of the following activities: developing a school counseling program mission statement, identifying important stakeholders for the CAC, and officially inviting members to join the CAC. These activities were initiated by the PSSC and may have included input from other counseling department members. During this stage, PSSCs engaged in activities that focused on working with stakeholders, initiating new programs, and developing

confidence in one's ability to lead. Primary leadership skills targeted during this stage were interpersonal influence and systemic collaboration. Participants engaged with stakeholders in order to initiate the CAC and to encourage colleagues to participate and share in CAC meetings.

At the beginning of the sixth week of the internship, participants were given the opportunity to participate in a technical assistance conference call with the researcher to discuss the implementation of CAC activities and to allow PSSCs the opportunity to ask questions or discuss any challenges related to implementation. None of the PSSCs chose to participate in this optional activity.

Installation. The third stage of implementation (Installation) involved scheduling CAC meetings and activities for the current school year, assigning CAC member roles and responsibilities, and developing a formalized meeting agenda template. The purpose of these activities was to establish the structural elements for efficiently and effectively running CAC meetings. These structural elements are important in facilitating CAC meetings and are included as critical components in the ASCA National Model and are required when seeking recognition as a Recognized ASCA Model Program (RAMP) school. These activities typically align more with management practices than with leadership, but are necessary to have a functioning CAC. These activities function to sustain systemic collaboration, making this the SCLS leadership dimension targeted in the Installation stage.

Integration. The third stage (Integration) included sharing a school data profile and counseling program goals, aligning school counseling initiatives with other school initiatives, and creating a school/community resource map. The purpose of these

activities was to advocate for positive outcomes for all students, to align counseling program goals with the overall school mission, and to work efficiently by identifying necessary resources to meet student and school needs. Participants engaged with stakeholders in order to problem-solve around improved service delivery and to advocate for underserved students. The leadership dimensions targeted during this stage were resourceful problem-solving and social justice advocacy.

Data Collection

Data collection for this mixed methods study included collection of SCLS demographic items, Likert-scale items, and the open-ended response item prior to implementation of any CAC activities. After implementation, the same SCLS items were administered along with the Post-Implementation Reflection Survey items. The data summary matrix shows the alignment between the research questions, instrumentation, data collection, and data analysis. The data summary matrix can be found in Appendix J.

School counselor leadership survey. One week after the orientation meeting (during the third week of the Internship course), participants were provided with the electronic version of the SCLS. Participants were sent a link to the electronic survey via email and were asked to complete the survey within one week. A follow-up email was sent at the one week mark to encourage full participation. Seven PSCCs completed the electronic SCLS, which contained a total of 40 questions. One participant omitted one item on the baseline SCLS. This item was omitted upon analysis of the data. During the 12th week of internship, the link to the post-test survey with reflection questions was sent via email to all participants. Participants were asked to complete the survey within 10 days. A follow-up email was sent one week after the post-test survey was provided to

encourage full participation. The day before the survey closed, a final email was sent to participants to encourage full participation. All seven participants completed both the pre-test and the post-test surveys.

Data Analysis

This section describes the statistical tests used to compare the results of the quantitative data collected from the SCLS and the qualitative data coding used for analysis of qualitative results from the SCLS and PIRS.

Statistical analysis. Quantitative data collected from the SCLS and PIRS were able to be analyzed within the Qualtrics platform. Additionally, raw data and reports were able to be generated from Qualtrics (Qualtrics, Provo, UT). A combination of Qualtrics' Data Analysis & Reporting tools and the Real Statistics Resource Pack (Microsoft Excel 2013 Add-in software) was used to analyze the quantitative data. Paired sample *t*-tests were performed to compare school counselor leadership means from before the intervention (pre-test) and following the intervention (post-test).

Qualitative data coding. O'Leary (2014) suggested a six-step process for conducting qualitative data analysis: (1) identifying biases and noting overall impressions; (2) reducing, organizing, and coding your data; (3) searching for patterns and interconnections; (4) mapping and building themes; (5) building and verifying theories; and (6) drawing conclusions. Because the open-ended SCLS item had been previously analyzed by Young, Dollarhide, and Baughman (2015), their framework was used to uncover and verify predetermined (*a priori*) themes. This is consistent with a deductive approach to qualitative data analysis, described by O'Leary (2014) as "mining your data for predetermined categories of exploration in order to support theory'" (p.

305). Young et al. (2015) used phenomenological clustering strategies to analyze the qualitative data through concept mapping and continued thematic groupings. The clusters were labeled and validated by an additional researcher (Young et al., 2015). Five major themes emerged from the data: leadership attributes, relationship attributes, communication and collaboration, exemplary program design, and advocacy (Young et al., 2015). These same themes were used to analyze the data from this study.

Data coding process. In order to strengthen the qualitative data analyses, several techniques were employed. This required a multi-step process to qualitative data coding and analysis.

Identifying biases and noting impressions. O'Leary (2014) cautioned that "interpretations are always entwined with a researcher's biases, prejudices, worldviews and paradigms" (p. 307). First, several different frameworks were applied to the coding of the qualitative responses to ensure that multiple perspectives were considered. Secondly, an additional researcher (a doctoral-level school counselor) was asked to analyze the responses from each of the three proposed frameworks in order to obtain a form of inter-rater reliability. Lastly, because the framework used had been previously established through Young et al.'s (2015) study, establishing yet another layer of quality assurance.

Reducing and coding into themes. The need to reduce the data was limited as most participants responded with singe-word answers. On the occasion that single-phrase responses were included, they were able to be easily reduced to a single word, which captured the main idea of the phrase.

Looking for patterns and interconnections. Because the prompt, "list two characteristics you believe to be essential to school counselor leaders", specifically asked participants to provide characteristics of school counselor leaders, all responses were connected to leadership characteristics and could be connected back to this broad concept. Many words were repeated by different respondents, demonstrating interconnections among participant responses.

Mapping and building themes. The researcher uncovered and verified themes by applying three different frameworks to the qualitative data. The first framework was Young et. al's (2015) five theme framework: leadership attributes, relationship attributes, communication and collaboration, exemplary program design, and advocacy. Data units were assigned to those themes by matching the responses to the results table shared by Young et al. (2015). The next framework that was applied was a five dimension model of school counselor leadership introduced by Young and Bryan (2015). Young and Bryan discovered this five-dimension model from exploratory factor analysis, item development, and a pilot study of the SCLS Likert scale items. The five dimensions of school counselor leadership that emerged from the data were resourceful problem-solving, interpersonal influence, systemic collaboration, social justice advocacy, and professional efficacy. The researcher then used the qualitative responses from this study to code participant responses according to the five leadership dimensions. Finally, the researcher applied a more general three category framework (as developed in the literature review) to the responses: leader-focused, relationship-focused, and system-focused.

Building and verifying theories. O'Leary (2014) noted that "analysis may culminate with thematic mapping…rich mapping is likely to spurn new ideas [which contribute back to the existing literature]" (p. 311). Results from the open-ended response item was most easily coded within Young et al.'s (2015) five theme framework, as all coded responses from the participants were able to be matched to coded items within Young et. al.'s (2015) results. Therefore, this was the framework selected to code the results.

Drawing conclusions. The final step in O'Leary's (2014) six-step process for qualitative data analysis, drawing conclusions, allows the data to be summarized and connected back to the study's main objectives. O'Leary suggested that "in addition to summary, you can consider sharing your findings, insights, and ideas in the form of an original framework or model" (p. 311). In order to connect with the findings from the literature and the framework of chapters II and III, the three-category broader framework was again applied to the previously-coded themes. Therefore, the five themes (leader attributes, relationship attributes, communication and collaboration, advocacy, and exemplary program design) as presented by Young et al. (2015) were matched with one of the three broader frames presented in the literature review (leader-focused, relationship-focused, and system-focused). The same researcher consulted previously (doctoral-level school counselor) reviewed the data and the coding in order to strengthen the analysis. Upon analysis by this second researcher, the same codes (from the three-category framework) were applied, suggesting a reliable conceptualization of the results.

Conclusion

Existing literature informed the research design, intervention activities, instrumentation, and methods used for evaluation in this study. Nine CAC activities were developed and organized to help PSSCs develop their leadership skills through concrete experience within the context of their host schools. Process and outcome data were assessed to provide a thorough understand of the impact of CAC activities on PSSCs' leadership practices. Chapter V describes key findings from the quantitative and qualitative data analysis.

Chapter V: Findings and Discussion

This chapter provides the results of the School Counselor Leadership Survey (SCLS) post-test as compared to the SCLS pre-test. Paired *t*-tests were run to compare the pre- and post-test results of overall mean scores and the mean scores from each of the five SCLS dimensions (Professional Efficacy, Resourceful Problem-Solving, Interpersonal Influence, Systemic Collaboration, and Social Justice Advocacy). The purpose of the study was to determine the impact that facilitating a PSSC-led Counseling Advisory Council (CAC) had on PSSCs' leadership practices. There were statistically significant differences between pre- and post- tests, indicating that the implementation of CAC activities led to increases in PSSCs' leadership practices. The findings of the pre- and post- test SCLS and results from the Post-Implementation Reflection Survey (PIRS) are discussed in detail. Implications for future research and practice are provided as well.

Descriptive Findings of Pre-Test SCLS Results

As shown in Table 9, the pre-test SCLS results indicate a range of responses regarding the five dimensions of school counselor leadership. SCLS responses were reported on a seven-point Likert scale. For comparison of pre- and post- test survey results, responses rated as *never, rarely,* or *occasionally* will were considered "low-range", responses rated as *sometimes* were considered "middle-range", and responses rated as *fairly often, very often,* or *always* were considered "high-range" responses. These criteria are approximations to report scores in percentiles assuming normal distribution of scores. There is limited research using leadership instruments with similar populations and scales, but an existing scale (Student Leadership Practices Inventory 360; Kouzes & Posner, 2013) was used as a reference to justify these categorizations. On the Student LPI

360, raters respond to 30 prompts on a five-point Likert scale. The leadership scores were reported within three categories: *least frequent, frequent*, and *most frequent*. The categories refer to the frequency of engaging in the leadership behavior as compared to a normally distributed sample (bell curve).

Frequency Distributions

Frequency distributions and mean scores for each item and for each of the five dimensions on the SCLS were analyzed. See Table 9 for frequency distributions for each item on the SCLS survey. The frequency distributions for each of the five SCLS leadership dimension are also reported.

Table 9

Frequency Distributions SCLS Pre-Test

Item	Question		Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
PE 1	I have confidence in my ability to lead.	# part.	0	1	1	3	1	1	0	4.00
		Percent		14.29%	14.29%	42.86%	14.29%	14.29%		
PE 2	I am a change agent.	# part.	0	1	2	1	1	1	1	4.29
		Percent		14.29%	28.57%	14.29%	14.29%	14.29%	14.29%	
PE 3	I consider myself a leader.	# part.	0	1	0	3	2	1	0	4.29
		Percent		14.29%		42.86%	28.57%	14.29%		
PE 4	I have the power to affect positive change.	# part.	1	0	1	2	2	1	0	4.00
		Percent	14.29%		14.29%	28.57%	28.57%	14.29%		
							Professional Efficacy Dimension Mean (Pre-test)			4.15
RPS 1	I accomplish goals with certainty and confidence.	# part.	0	0	3	2	1	0	1	4.14
		Percent			42.86%	28.57%	14.29%		14.29%	
RPS 2	I find resources to secure what is needed to improve services for all students.	# part.	0	2	2	1	2	0	0	3.42
		Percent		28.57%	28.57%	14.29%	28.57%			
RPS 3	I solve most problems if I invest the necessary effort.	# part.	0	1	2	1	1	2	1	4.14
		Percent		14.29%	28.57%	14.29%	14.29%	28.57%	14.29%	
RPS 4	I read current school counseling research to help promote positive change for students	# part.	1	0	1	1	3	0	1	4.29
		Percent	14.29%		14.29%	14.29%	42.86%		14.29%	

RPS 5	I search for innovative ways to improve student achievement.	# part.	1	0	1	0	2	2	1	4.71
		Percent	14.29%		14.29%		28.57%	28.57%	14.29%	
RPS 6	I am goal oriented	# part.	0	0	1	1	3	1	1	5.0
		Percent			14.29%	14.29%	42.86%	14.29%	14.29%	
RPS 7	I exceed expectations when assigned a task.	# part.	0	1	1	2	0	2	1	4.57
		Percent		14.29%	14.29%	28.57%		28.57%	14.29%	
RPS 8	I am comfortable with change.	# part.	0	0	2	1	4	0	0	4.29
		Percent			28.57%	14.29%	57.14%			
RPS 9	I know how to recognize social justice inequities	# part.	0	0	1	3	0	2	1	4.86
		Percent			14.29%	42.86%		28.57%	14.29%	
							Resourceful Problem-Solving Dimension		Mean (Pre-test)	4.38
II 1	I know and promote my school's instructional vision	# part.	2	1	2	1	0	1	0	2.86
		Percent	28.57%	14.29%	28.57%	14.29%		14.29%		
II 2	I encourage my colleagues to share their new ideas	# part.	1	0	0	0	4	1	1	4.86
		Percent	14.29%				57.14%	14.29%	14.29%	
II 3	I am knowledgeable about communication styles	# part.	0	1	0	2	1	3	1	4.71
		Percent		14.29%		28.57%	14.29%	42.86%	14.29%	
II 4	I promote positive change for all students	# part.	0	0	2	1	2	1	1	4.71
		Percent			28.57%	14.29%	28.57%	14.29%	14.29%	
II 6	I remain calm when facing difficult situations	# part.	0	0	2	1	3	1	0	4.43
		Percent			28.57%	14.29%	42.86%	14.29%		
II 7	I use creative strategies to foster positive relationships	# part.	1	0	1	1	1	3	0	4.43
		Percent	14.29%		14.29%	14.29%	14.29%	42.86%		
II 8	I use compassion when problem-solving	# part.	0	1	0	1	1	2	2	5.29

		Percent		14.29%		14.29%	14.29%	28.57%	28.57%	
II 9	I navigate through the politics of the school	# part.	0	0	2	1	2	1	1	4.71
		Percent			28.57%	14.29%	28.57%	14.29%	14.29%	
							Interpersonal Influence Dimension Mean (Pre-test)			4.5
SC 1	I initiate new programs and interventions in my school	# part.	1	0	4	1	1	0	0	3.14
		Percent	14.29%		57.14%	14.29%	14.29%			
SC 2	I am often chosen to lead schoolwide initiatives, committees, or councils	# part.	3	2	1	0	1	0	0	2.14
		Percent	42.86%	28.57%	14.29%		14.29%			
SC 3	I actively work with stakeholders to implement comprehensive school counseling programs	# part.	1	1	1	2	1	0	1	3.71
		Percent	14.29%	14.29%	14.29%	28.57%	14.29%		14.29%	
SC 4	I can be persuasive to gain buy in for implementation of new school counseling programs	# part.	1	1	1	1	2	1	0	3.71
		Percent	14.29%	14.29%	14.29%	14.29%	28.57%	14.29%		
SC 5	I accomplish goals that have schoolwide impact	# part.	0	2	2	1	1	1	0	3.57
		Percent		28.57%	28.57%	14.29%	14.29%	14.29%		
SC 6	I work collaboratively with stakeholders to accomplish goals.	# part.	1	0	1	3	1	0	1	4.00
		Percent	14.29%		14.29%	42.86%	14.29%		14.29%	
							Systemic Collaboration Dimension Mean (Pre-test)			3.38
SJA 1	I ask for help when needed to advocate on behalf of students and parents.	# part.	0	1	0	2	3	0	1	4.57
		Percent		14.29%		28.57%	42.86%		14.29%	
SJA 2	I respond to social justice inequities that may affect the future of students' academic achievement	# part.	0	1	0	0	4	1	1	5.0
		Percent		14.29%			57.14%	14.29%	14.29%	
SJA 3	I challenge status quo to advocate for all students.	# part.	0	1	0	2	1	3	0	4.71
		Percent		14.29%		28.57%	14.29%	42.86%		
							Social Justice Advocacy Dimension Mean (Pre-test)			4.76

Professional efficacy. There were four items on the Professional Efficacy (PE) dimension of the SCLS. On the pre-test, 28.57% of participant responses fell within the "low range", indicating that participants *never, rarely,* or *occasionally* held beliefs in their own professional efficacy. About one third (32.15%) of participant responses fill within the middle range (indicating they *sometimes* held PE beliefs) and 39.5% of participant responses were within the "high range", indicating that they *fairly often, often,* or *always* held beliefs in their professional efficacy. Table 10 displays results from the PE dimension by frequency category.

Table 10

PE Dimension Item Results by Frequency Category (SCLS-Pre)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
PE 1	I have confidence in my ability to lead.	# part.	0	1	1	3	1	1	0	4.00
		Percent		14.29%	14.29%	42.86%	14.29%	14.29%		
PE 2	I am a change agent.	# part.	0	1	2	1	1	1	1	4.29
		Percent		14.29%	28.57%	14.29%	14.29%	14.29%	14.29%	
PE 3	I consider myself a leader.	# part.	0	1	0	3	2	1	0	4.29
		Percent		14.29%		42.86%	28.57%	14.29%		
PE 4	I have the power to affect positive change.	# part.	1	0	1	2	2	1	0	4.00
		Percent	14.29%		14.29%	28.57%	28.57%	14.29%		
Total for Dimension			3.6%	10.7%	14.29%	32.15%	21.43%	14.29%	3.6%	4.15
				"Low range"		"Mid range"		"High range"		
By Frequency Category				28.57%		32.15%		39.5%		

Resourceful problem-solving. There were nine items within the Resourceful Problem Solving Dimension (RPS) dimension of the SCLS. On the pre-test, 31.75% of participant responses fell within the "low range", indicating *never, rarely* or *occasionally* engaging in resourceful problem-solving leadership behaviors; 19.01% of participants responded they *sometimes* engage in resourceful problem-solving. Just over half (50.80%) of participant responses fell within the "high range", indicating they *fairly*

often, very often, or *always* engaged in resourceful problem solving practices. Table 11 displays results from the RPS dimension by frequency category.

Table 11

RPS Dimension Item Results by Frequency Category (SCLS-Pre)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
RPS 1	I accomplish goals with certainty and confidence.	# part.	0	0	3	2	1	0	1	4.14
		Percent			42.86%	28.57%	14.29%		14.29%	
RPS 2	I find resources to secure what is needed to improve services for all students.	# part.	0	2	2	1	2	0	0	3.42
		Percent		28.57%	28.57%	14.29%	28.57%			
RPS 3	I solve most problems if I invest the necessary effort.	# part.	0	1	2	1	1	2	1	4.14
		Percent		14.29%	28.57%	14.29%	14.29%	28.57%	14.29%	
RPS 4	I read current school counseling research to help promote positive change for students	# part.	1	0	1	1	3	0	1	4.29
		Percent	14.29%		14.29%	14.29%	42.86%		14.29%	
RPS 5	I search for innovative ways to improve student achievement.	# part.	1	0	1	0	2	2	1	4.71
		Percent	14.29%		14.29%		28.57%	28.57%	14.29%	
RPS 6	I am goal oriented	# part.	0	0	1	1	3	1	1	5.0
		Percent			14.29%	14.29%	42.86%	14.29%	14.29%	
RPS 7	I exceed expectations when assigned a task.	# part.	0	1	1	2	0	2	1	4.57
		Percent		14.29%	14.29%	28.57%		28.57%	14.29%	
RPS 8	I am comfortable with change.	# part.	0	0	2	1	4	0	0	4.29
		Percent			28.57%	14.29%	57.14%			
RPS 9	I know how to recognize social justice inequities	# part.	0	0	1	3	0	2	1	4.86
		Percent			14.29%	42.86%		28.57%	14.29%	
Total for Dimension			3.2%	6.35%	22.2%	19.05%	25.4%	14.29%	11.11%	4.38
				"Low range"		"Mid range"		"High range"		
By Frequency Category				31.75%		19.05%		50.80%		

Interpersonal influence. There were nine items within the Interpersonal Influence (II) dimension of the SCLS. However, one participant failed to respond to one of the items ("I maintain high expectations for all students") on the pre-test. Due to this missing data, only eight of the nine II dimension items were included on pre- and post-test results. On the pre-test, about 28.50% of participant responses fell within the "low

range", indicating that participants *never, rarely,* or *occasionally* engaged in practices involving interpersonal influence. Pre-test responses indicated that about 14.30% of participants *sometimes* engage in leadership practices involving interpersonal influence. Responses within the "high range" represented 58.90% of participants. Table 12 displays results from the II dimension by frequency category.

Table 12

II Dimension Item Results by Frequency Category (SCLS-Pre)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
II 1	I know and promote my school's instructional vision	# part.	2	1	2	1	0	1	0	2.86
		Percent	28.57%	14.29%	28.57%	14.29%		14.29%		
II 2	I encourage my colleagues to share their new ideas	# part.	1	0	0	0	4	1	1	4.86
		Percent	14.29%				57.14%	14.29%	14.29%	
II 3	I am knowledgeable about communication styles	# part.	0	1	0	2	1	3	1	4.71
		Percent		14.29%		28.57%	14.29%	42.86%	14.29%	
II 4	I promote positive change for all students	# part.	0	0	2	1	2	1	1	4.71
		Percent			28.57%	14.29%	28.57%	14.29%	14.29%	
II 6	I remain calm when facing difficult situations	# part.	0	0	2	1	3	1	0	4.43
		Percent			28.57%	14.29%	42.86%	14.29%		
II 7	I use creative strategies to foster positive relationships	# part.	1	0	1	1	1	3	0	4.43
		Percent	14.29%		14.29%	14.29%	14.29%	42.86%		
II 8	I use compassion when problem-solving	# part.	0	1	0	1	1	2	2	5.29
		Percent		14.29%		14.29%	14.29%	28.57%	28.57%	
II 9	I navigate through the politics of the school	# part.	0	0	2	1	2	1	1	4.71
		Percent			28.57%	14.29%	28.57%	14.29%	14.29%	
Total for Dimension			7.14%	5.36%	16.07%	14.30%	25.00	23.20%	10.7%	
				"Low range"		"Mid range"		"High range"		
By Frequency Category				28.50%		14.3%		58.9%		

Systemic collaboration. There were six items included in the Systemic Collaboration dimension of the SCLS. On the pre-test, 54.78% of participants indicated that they *never, rarely,* or *occasionally* engaged in systemic collaboration; 19.05% of

participants selected that they *sometimes* engaged in systemic collaboration. Responses that fell within the "high range" represented 26.19% of participants, who indicated that they *often, very often* or *always* engaged in systemic collaboration (see Table 13).

Table 13

SC Dimension Item Results by Frequency Category (SCLS-Pre)

Item	Question		Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
SC 1	I initiate new programs and interventions in my school	# part.	1	0	4	1	1	0	0	3.14
		Percent	14.29%		57.14%	14.29%	14.29%			
SC 2	I am often chosen to lead schoolwide initiatives, committees, or councils	# part.	3	2	1	0	1	0	0	2.14
		Percent	42.86%	28.57%	14.29%		14.29%			
SC 3	I actively work with stakeholders to implement comprehensive school counseling programs	# part	1	1	1	2	1	0	1	3.71
		Percent	14.29%	14.29%	14.29%	28.57%	14.29%		14.29%	
SC 4	I can be persuasive to gain buy in for implementation of new school counseling programs	# part	1	1	1	1	2	1	0	3.71
		Percent	14.29%	14.29%	14.29%	14.29%	28.57%	14.29%		
SC 5	I accomplish goals that have schoolwide impact	# part	0	2	2	1	1	1	0	3.57
		Percent		28.57%	28.57%	14.29%	14.29%	14.29%		
SC 6	I work collaboratively with stakeholders to accomplish goals.	# part	1	0	1	3	1	0	1	4.00
		Percent	14.29%		14.29%	42.86%	14.29%		14.29%	
Total for Dimension			16.67%	14.30%	23.81%	19.05%	16.67%	4.76%	4.76%	3.38
				"Low range"		"Mid-range"		"High range"		
By Frequency Category				54.78%		19.05%		26.19%		

Social justice advocacy. Three items made up the Social Justice Advocacy (SJA) dimension of the SCLS. On the pre-test, 14.28% of participants scored within the "low range" on frequency of engaging in social justice advocacy; 19.05% of participants indicated they *sometimes* engage in social justice advocacy. Pre-test responses indicated

that 66.67% of participants reported high range (*often, very often,* or *always*) engagement in social justice advocacy (see Table 14).

Table 14

SJA Dimension Item Results by Frequency Category (SCLS-Pre)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
SJA 1	I ask for help when needed to advocate on behalf of students and parents.	# part.	0	1	0	2	3	0	1	4.57
		Percent		14.29%		28.57%	42.86%		14.29%	
SJA 2	I respond to social justice inequities that may affect the future of students' academic achievement	# part.	0	1	0	0	4	1	1	5.0
		Percent		14.29%			57.14%	14.29%	14.29%	
SJA 3	I challenge status quo to advocate for all students.	# part.	0	1	0	2	1	3	0	4.71
		Percent		14.29%		28.57%	14.29%	42.86%		
Total for Dimension			7.14%	5.36%	16.07%	14.30%	25.00	23.20%	10.7%	4.76
				"Low range"		"Mid range"		"High range"		
By Frequency Category				14.28%		19.05%		66.67%		

Pre-test Mean Scores and Summary Statistics

The overall mean score for pre-test items was 4.22. Systemic collaboration was the dimension with the lowest pre-test mean ($M = 3.38$); the dimension with the highest pre-test mean was social justice advocacy ($M = 4.76$). On the pre-test, the widest range (1.86) of scores was within the systemic collaboration dimension and the smallest range (.43) was within the social justice advocacy dimension. The item with the lowest mean ($M = 2.14$) on the pre-test was SC2: "I am often chosen to lead school-wide/ district initiatives, committees, or councils*"*; the item with the highest pre-test mean was II 8 ($M = 5.29$): "I use compassion when problem-solving*"* (see Table 15 and Table 16).

Table 15

SCLS Pre-Test Mean Scores by Leadership Dimension

Leadership Dimension	Mean Score (Pre-Test)
Professional Efficacy (PE)	4.15
Resourceful Problem-Solving (RPS)	4.38
Interpersonal Influence (II)	4.50
Systemic Collaboration (SC)	3.38
Social Justice Advocacy (SJA)	4.76

Table 16

Summary Statistics for All SCLS Items

SUMMARY			Alpha 0.05			Hyp Mean Diff = 0		
Groups	*Count*	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	30	4.218333	0.690258					
Post	30	4.948333	0.631479					
Difference	30	-0.73	0.325259	0.059384	-12.2929	29	2.244369	0.915965

Open-Ended Response Item

One open-ended response item was included on the SCLS pre-test. This item read, "List two characteristics you believe are essential for school counselor leaders". On the pre-test, all seven participants responded. A description of the coding process for the open-ended response item is explained in chapter IV (qualitative coding: open-ended response item). See Table 17 for pre-test responses.

Table17

Characteristics of School Counselor Leaders (SCLS-Pre)

Participant Responses	Coding: Five Theme (Young et al., 2015)	Coding: Broad Frame
Competence	Exemplary Program Design	System-focused
Equity driven	Advocacy	System-focused
Efficiency	Leadership Attributes	Leader-focused
Leadership	Leadership Attributes	Leader-focused
Proactive	Leadership Attributes	Leader-focused
Resilient	Leadership Attributes	Leader-focused
Strategic	Leadership Attributes	Leader-focused
Good communication skills	Communication & Collaboration	Relationship focused
Communication	Relationship Attributes	Relationship focused
Compassionate	Relationship Attributes	Relationship focused
Empathetic	Relationship Attributes	Relationship focused
Empathetic	Relationship Attributes	Relationship focused
Empathy	Relationship Attributes	Relationship focused
Empathy	Relationship Attributes	Relationship focused

Descriptive Findings of SCLS Post-Test Results

SCLS Post-test results are displayed by frequency distributions, mean scores, and summary statistics. These results are displayed for all SCLS items and within each of the five SCLS dimensions. Table 18 displays the frequency distributions for the all items of the SCLS Post-test.

Table 18

Frequency Distributions SCLS Post-Test

Item	Question		Never (1)	Rarely (2)	Occasionally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
PE 1	I have confidence in my ability to lead.	# part.	0	0	2	2	2	1	0	4.29
		Percent			28.57%	28.57%	28.57%	14.29%		
PE 2	I am a change agent.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
PE 3	I consider myself a leader.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
PE 4	I have the power to affect positive change.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
							Professional Efficacy Dimension Mean (Post-test)			4.82
RPS 1	I accomplish goals with certainty and confidence.	# part.	0	0	1	4	1	0	1	4.43
		Percent			14.29%	57.14%	14.29%		14.29%	
RPS 2	I find resources to secure what is needed to improve services for all students.	# part.	0	0	1	4	1	1	0	4.29
		Percent			14.29%	57.14%	14.29%	14.29%		
RPS 3	I solve most problems if I invest the necessary effort.	# part.	0	0	1	2	2	2	0	4.71
		Percent			14.29%	28.57%	28.57%	28.57%		
RPS4	I read current school counseling research to help promote positive change for students	# part.	0	0	1	0	5	1	0	4.86
		Percent			14.29%		71.43%	14.29%		
RPS 5	I search for innovative ways to improve student achievement.	# part.	0	0	2	0	2	3	0	4.86
		Percent			28.57%		28.57%	42.86%		
RPS 6	I am goal oriented	# part.	0	0	0	2	1	4	0	5.29

		Percent				28.57%	14.29%	57.14%		
RPS 7	I exceed expectations when assigned a task.	# part.	0	0	0	1	3	2	1	5.43
		Percent				14.29%	42.86%	28.57%	14.29%	
RPS 8	I am comfortable with change.	# part.	0	0	0	1	5	1	0	5.00
		Percent				14.29%	71.43%	14.29%		
RPS 9	I know how to recognize social justice inequities	# part.	0	0	0	1	2	3	1	5.57
		Percent				14.29%	28.57%	42.86%	14.29%	
								Resourceful Problem-Solving Dimension Mean (Post-test)		4.94
II1	I know and promote my school's instructional vision	# part.	0	0	1	3	2	1	0	4.43
		Percent			14.29%	42.86%	28.57%	14.29%		
II 2	I encourage my colleagues to share their new ideas	# part.	0	0	0	1	1	5	0	5.57
		Percent				14.29%	14.29%	71.43%		
II 3	I am knowledgeable about communication styles	# part.	0	0	1	1	1	4	0	5.14
		Percent			14.29%	14.29%	14.29%	57.14%		
II 4	I promote positive change for all students	# part.	0	0	0	2	0	4	1	5.57
		Percent				28.57%		57.14%	14.29%	
II 6	I remain calm when facing difficult situations	# part.	0	0	0	2	2	2	1	5.29
		Percent				28.57%	28.57%	28.57%	14.29%	
II 7	I use creative strategies to foster positive relationships	# part.	0	0	0	1	2	4	0	5.43
		Percent				14.29%	28.57%	57.14%		
II 8	I use compassion when problem-solving	# part.	0	0	0	1	2	3	1	5.57
		Percent				14.29%	28.57%	42.86%	14.29%	
II 9	I navigate through the politics of the school	# part.	0	0	1	1	3	2	0	5.86
		Percent			14.29%	14.29%	42.86%	28.57%		
								Interpersonal Influence Dimension Mean (Post-test)		5.35

SC 1	I initiate new programs and interventions in my school	# part.	0	2	1	3	0	1	0	3.57
		Percent		28.57%	14.29%	42.86%		14.29%		
SC 2	I am often chosen to lead schoolwide initiatives, committees, or councils	# part.	1	2	1	2	1	0	0	3.00
		Percent	14.29%	28.57%	14.29%	28.57%	14.29%			
SC 3	I actively work with stakeholders to implement comprehensive school counseling programs	# part.	0	1	0	2	0	4	0	4.29
		Percent		14.29%		28.57%		57.14%		
SC 4	I can be persuasive to gain buy in for implementation of new school counseling programs	# part.	0	2	1	3	0	1	0	4.86
		Percent		28.57%	14.29%	42.86%		14.29%		
SC 5	I accomplish goals that have schoolwide impact	# part.	0	1	0	2	1	3	0	4.71
		Percent		14.29%		28.57%	14.29%	42.86%		
SC 6	I work collaboratively with stakeholders to accomplish goals.	# part.	0	1	0	0	3	2	1	5.14
		Percent		14.29%			42.86%	28.57%	14.29%	
								Systemic Collaboration Dimension Mean (Post-test)		4.26
SJA 1	I ask for help when needed to advocate on behalf of students and parents.	# part.	0	0	0	1	3	2	1	5.43
		Percent				14.29%	42.86	28.57%	14.29%	
SJA 2	I respond to social justice inequities that may affect the future of students' academic achievement	# part.	0	0	0	1	1	5	0	5.57
		Percent				14.29%	14.29%	71.44%		
SJA 3	I challenge status quo to advocate for all students.	# part.	0	0	1	0	2	4	0	5.29
		Percent			14.29%		28.57%	57.14%		
								Social Justice Advocacy Dimension Mean (Post-test)		5.43

Frequency Distribution

Table 18 displays post-test means for all items of the SCLS. Post-test means for each of the five SCLS dimensions are discussed and displayed in this section.

Professional Efficacy There were four items on the Professional Efficacy Dimension of the SCLS. On the post-test, 17.86% of participant responses fell within the "low range" (vs. 28.57% on the pre-test) reporting *never, rarely,* or *occasionally* holding beliefs in their own professional efficacy; 17.86% of participant responses fill within the middle range (indicating they *sometimes* held PE beliefs; vs. 32.15% on pre-test) and 64.29% of participant responses (vs. 39.5% on the pre-test) fell within the "high range" indicating that they *fairly often, very often,* or *always* held beliefs in their professional efficacy (see Table 19).

Table 19

PE Dimension Item Results by Frequency Category (SCLS-Post)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
PE 1	I have confidence in my ability to lead.	# part.	0	0	2	2	2	1	0	4.29
		Percent			28.57%	28.57%	28.57%	14.29%		
PE 2	I am a change agent.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
PE 3	I consider myself a leader.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
PE 4	I have the power to affect positive change.	# part.	0	1	0	1	2	2	1	5.00
		Percent		14.29%		14.29%	28.57%	28.57%	14.29%	
Total for Dimension			0	10.72%	7.14%	17.86%	28.57%	25.00%	10.72%	4.82
				"Low range"		"Mid range"		"High range"		
By Frequency Category				17.86%		17.86%		64.28%		

Resourceful problem-solving. On the post-test, 9.5% (vs. 31.75%% on the pre-test) of the responses fell within the "low range", for engaging in resourceful problem-

solving leadership behaviors. Almost a quarter (23.81%) of participants (vs. 19.05% on the pre-test) responded they *sometimes* engage in resourceful problem-solving; 66.57% of participants (vs. 50.80% on the pre-test) selected responses within the "high range" for resourceful problem-solving (see Table 20).

Table 20

RPS Dimension Item Results by Frequency Category (SCLS-Post)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
RPS 1	I accomplish goals with certainty and confidence.	# part.	0	0	1	4	1	0	1	4.43
		Percent			14.29%	57.14%	14.29%		14.29%	
RPS 2	I find resources to secure what is needed to improve services for all students.	# part.	0	0	1	4	1	1	0	4.29
		Percent			14.29%	57.14%	14.29%	14.29%		
RPS 3	I solve most problems if I invest the necessary effort.	# part.	0	0	1	2	2	2	0	4.71
		Percent			14.29%	28.57%	28.57%	28.57%		
RPS 4	I read current school counseling research to help promote positive change for students	# part.	0	0	1	0	5	1	0	4.86
		Percent			14.29%		71.43%	14.29%		
RPS 5	I search for innovative ways to improve student achievement.	# part.	0	0	2	0	2	3	0	4.86
		Percent			28.57%		28.57%	42.86%		
RPS 6	I am goal oriented	# part.	0	0	0	2	1	4	0	5.29
		Percent				28.57%	14.29%	57.14%		
RPS 7	I exceed expectations when assigned a task.	# part.	0	0	0	1	3	2	1	5.43
		Percent				14.29%	42.86%	28.57%	14.29%	
RPS 8	I am comfortable with change.	# part.	0	0	0	1	5	1	0	5.00
		Percent				14.29%	71.43%	14.29%		
RPS 9	I know how to recognize social justice inequities	# part.	0	0	0	1	2	3	1	5.57
		Percent				14.29%	28.57%	42.86%	14.29%	
Total for Dimension			0	0	9.53%		34.93%	26.99%	4.76%	4.94
				"Low range"		"Mid range"		"High range"		
By Frequency Category				9.53%		23.81%		66.57%		

Interpersonal influence. On the post-test, 5.36% of participants reported responses were within the "low" range (vs. 28.50% on the pre-test). "Low range" responses indicated that participants *never, rarely,* or *occasionally* engaged in practices

involving interpersonal influence. Participants who reported *sometimes* engaging in leadership practices involving interpersonal influence made up 21.44% of the sample (vs. 14.30% on the pre-test). On the post-test, 73.24% (vs. 58.90% on the pre-test) of participants selected responses in the "high range", indicating they *often, very often,* or *always* practiced interpersonal influence (see Table 21).

Table 21

II Dimension Item Results by Frequency Category (SCLS-Post)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
II1	I know and promote my school's instructional vision	# part.	0	0	1	3	2	1	0	4.43
		Percent			14.29%	42.86%	28.57%	14.29%		
II 2	I encourage my colleagues to share their new ideas	# part.	0	0	0	1	1	5	0	5.57
		Percent				14.29%	14.29%	71.43%		
II 3	I am knowledgeable about communication styles	# part.	0	0	1	1	1	4	0	5.14
		Percent			14.29%	14.29%	14.29%	57.14%		
II 4	I promote positive change for all students	# part.	0	0	0	2	0	4	1	5.57
		Percent				28.57%		57.14%	14.29%	
II 6	I remain calm when facing difficult situations	# part.	0	0	0	2	2	2	1	5.29
		Percent				28.57%	28.57%	28.57%	14.29%	
II 7	I use creative strategies to foster positive relationships	# part.	0	0	0	1	2	4	0	5.43
		Percent				14.29%	28.57%	57.14%		
II 8	I use compassion when problem-solving	# part.	0	0	0	1	2	3	1	5.57
		Percent				14.29%	28.57%	42.86%	14.29%	
II 9	I navigate through the politics of the school	# part.	0	0	1	1	3	2	0	5.86
		Percent			14.29%	14.29%	42.86%	28.57%		
Total for Dimension			0	0	5.36%	21.44%	23.22%	44.66%	5.36%	5.36
				"Low range"		"Mid range"		"High range"		
By Frequency Category				5.36%		21.44%		73.24%		

Systemic collaboration. On the post-test, 30.90% (vs. 54.78% on the pre-test) of participants indicated reported *never, rarely,* or *occasionally* engaging in systemic collaboration; 28.58%% of participants (vs. 19.05% on the pre-test) reported that they *sometimes* engage in systemic collaboration. Responses in the "high range" represented

40.15% of participants (vs. 26.19% on the pre-test), who reported that they *often, very often,* or *always* engaged in systemic collaboration (see Table 22).

Table 22

SC Dimension Item Results by Frequency Category (SCLS-Post)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
SC 1	I initiate new programs and interventions in my school	# part.	0	2	1	3	0	1	0	3.57
		Percent		28.57%	14.29%	42.86%		14.29%		
SC 2	I am often chosen to lead schoolwide initiatives, committees, or councils	# part.	1	2	1	2	1	0	0	3.00
		Percent	14.29%	28.57%	14.29%	28.57%	14.29%			
SC 3	I actively work with stakeholders to implement comprehensive school counseling programs	# part.	0	1	0	2	0	4	0	4.29
		Percent		14.29%		28.57%		57.14%		
SC 4	I can be persuasive to gain buy in for implementation of new school counseling programs	# part.	0	2	1	3	0	1	0	4.86
		Percent		28.57%	14.29%	42.86%		14.29%		
SC 5	I accomplish goals that have schoolwide impact	# part.	0	1	0	2	1	3	0	4.71
		Percent		14.29%		28.57%	14.29%	42.86%		
SC 6	I work collaboratively with stakeholders to accomplish goals.	# part.	0	1	0	0	3	2	1	5.14
		Percent		14.29%			42.86%	28.57%	14.29%	
Total for Dimension			2.38%	21.44%	7.15%		11.91%	26.20%	2.04%	
				"Low range"		"Mid range"		"High range"		
By Frequency Category				30.97%		28.58%		40.15%		

Social justice advocacy. On the post-test about 4.76% of participants (vs. 14.28% on pre-test), scored within the "low range" on frequency of engaging in social justice advocacy; 8.53%% of participants (vs. 19.05% on the pre-test) indicated they *sometimes* engaged in social justice advocacy. The majority of participants' (85.74%) responses fell within the "high range" (vs. 66.67% on the pre-test) indicating *often, very often,* or *always* engaging in social justice advocacy (see Table 23).

Table 23

SJA Dimension Item Results by Frequency Category (SCLS-Post)

			Never (1)	Rarely (2)	Occasion-ally (3)	Some-times (4)	Fairly Often (5)	Very Often (6)	Always (7)	Mean
Item	Question									
SJA 1	I ask for help when needed to advocate on behalf of students and parents.	# part.	0	0	0	1	3	2	1	5.43
		Percent				14.29%	42.86	28.57%	14.29%	
SJA 2	I respond to social justice inequities that may affect the future of students' academic achievement	# part.	0	0	0	1	1	5	0	5.57
		Percent				14.29%	14.29%	71.44%		
SJA 3	I challenge status quo to advocate for all students.	# part.	0	0	1	0	2	4	0	5.29
		Percent			14.29%		28.57%	57.14%		
			0	0						
Total for Dimension			0	0	4.76%	8.53%	28.58%	52.40%	4.76%	
				"Low range"		"Mid range"		"High range"		
By Frequency Category				4.76%		8.53%		85.74%		

Mean Scores

On the post-test, the overall mean score for all school counselor leadership items was 4.95 (vs. 4.22 on pre-test). Among the leadership dimensions, Systemic Collaboration remained the dimension with the lowest mean (M = 4.26) and social justice advocacy (M = 5.43) remained the dimension with the highest mean. The item with the lowest mean (M = 3.00) on the post-test was SC2: "I am often chosen to lead school-wide/ district initiatives, committees, or councils"; the item with the highest post-test mean was II 9 (M = 5.86), "I navigate through the politics of the school".

Comparison of Findings of Pre- and Post-test Results

The researcher examined the differences in reported school counselor leadership skills (dependent variable as measured by the SCLS) before and after implementation of CAC activities (independent variable). The researcher hypothesized no significant difference between pre-and post- test results. However, results from overall and all five

subscales were statistically significant. The percentage of respondents who fell within the "high range" (*often, very often,* or always) for engaging in leadership practices behaviors increased from pre- to post- test in all areas (PE, RPS, II, SC, SJA). Additionally, the percentage of respondents who fell within the "low range" for engaging in leadership practices decreased in all areas from pre- to post- test (see Table 24).

Mean Differences by Dimension

All dimensions saw an increase in the dimension mean score from pre- to post-test. The Systemic Collaboration dimension had the greatest mean difference (.88); Resourceful Problem-Solving had the smallest mean difference (.56). Professional Efficacy had a mean difference of .67; Social Justice Advocacy also had a mean difference of .67; Interpersonal Influence had a mean difference of .86 (see Table 25). These results were statistically significant at the $p < .05$ level.

Table 24

Pre-Post Test Means from School Counselor Leadership Survey

Item	Question	Pre-Test Mean	Post-Test Mean	Mean Difference
PE 1	I have confidence in my ability to lead.	4	4.29	0.29
PE 2	I am a change agent.	4.29	5	0.71
PE 3	I consider myself a leader.	4.29	5	0.71
PE 4	I have the power to affect positive change.	4	5	1
RPS 1	I accomplish goals with certainty and confidence.	4.14	4.43	0.29
RPS 2	I find resources to secure what is needed to improve services for all students.	3.42	4.29	0.87
RPS 3	I solve most problems if I invest the necessary effort.	4.14	4.71	0.57
RPS 4	I read current school counseling research to help promote positive change for students	4.29	4.86	0.57
RPS 5	I search for innovative ways to improve student achievement.	4.71	4.86	0.15
RPS 6	I am goal oriented	5	5.29	0.29
RPS 7	I exceed expectations when assigned a task.	4.57	5.43	0.86
RPS 8	I am comfortable with change.	4.29	5	0.71
RPS 9	I know how to recognize social justice inequities	4.86	5.57	0.71
II 1	I know and promote my school's instructional vision	2.86	4.43	1.57
II 2	I encourage my colleagues to share their new ideas	4.86	5.57	0.71
II 3	I am knowledgeable about communication styles	4.71	5.14	0.43
II 4	I promote positive change for all students	4.71	5.57	0.86
II 6	I remain calm when facing difficult situations	4.43	5.29	0.86
II 7	I use creative strategies to foster positive relationships	4.43	5.43	1
II 8	I use compassion when problem-solving	5.29	5.57	0.28
II 9	I navigate through the politics of the school	4.71	5.86	1.15
SC 1	I initiate new programs and interventions in my school	3.14	3.57	0.43
SC 2	I am often chosen to lead schoolwide initiatives, committees, or councils	2.14	3	0.86
SC 3	I actively work with stakeholders to implement comprehensive school counseling programs	3.71	4.29	0.58
SC 4	I can be persuasive to gain buy in for implementation of new school counseling programs	3.71	4.86	1.15
SC 5	I accomplish goals that have schoolwide impact	3.57	4.71	1.14
SC 6	I work collaboratively with stakeholders to accomplish goals.	4	5.14	1.14
SJA 1	I ask for help when needed to advocate on behalf of students and parents.	4.57	5.43	0.86
SJA 2	I respond to social justice inequities that may affect the future of students' academic achievement	5	5.57	0.57
SJA 3	I challenge status quo to advocate for all students.	4.71	5.29	0.58

Table 25

Comparison of Pre- Post Test Means (SCLS) by Dimension

Dimension	Pre-Test Mean	Post-Test Mean	Mean Diff.
Professional Efficacy	4.15	4.82	.67
Resourceful Problem Solving	4.38	4.94	.56
Interpersonal Influence	4.5	5.36	.86
Systemic Collaboration	3.38	4.26	.88
Social Justice Advocacy	4.76	5.43	.67

T-Test Results

A paired sample *t*-test was calculated from pre-test and post-test intervention data. The paired sample *t*-test discovered a significant difference between the pre-test *(M* = 4.22, *SD* = *.33)* and post-test *(M* = 4.95*; t* = -12.29*, p* = $5.032e^{-13}$). Table 26 shows *t*-test results for overall SCLS scores. Table 27 displays summary statistics for the general SCLS score.

Table 26

T-Test Results for All SCLS Items

	p-value	*t-crit*	*lower*	*upper*	*sig*
Two Tail	5.03E-13	2.04523	-0.85145	-0.60855	yes

Table 27

Summary Statistics for All SCLS Items

SUMMARY			Alpha 0.05			Hyp Mean Diff = 0		
Groups	*#*	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	30	4.218333	0.690258					
Post	30	4.948333	0.631479					
Difference	30	-0.73	0.325259	0.059384	-12.2929	29	2.244369	0.915965

T-tests were run for pre- and post- test means for each of the five dimensions within the SCLS. Paired *t*-test results for the Professional Efficacy dimension indicated a significant difference between pre- test (*M* = 4.15, SD = .17) and post-test means (*M* =

4.82, SD = .36, t = -4.64, p = .019). Table 28 contains Professional Efficacy results or the paired *t*--test. Table 29 displays summary statistics for the PE dimension.

Table 28

T –Test Results for Professional Efficacy Dimension Items

	p-value	*t-crit*	*lower*	*upper*	*sig*
Two Tail	0.01891	3.182446	-1.14258	-0.21242	yes

Table 29

Summary Statistics for Professional Efficacy Dimension Items

SUMMARY			Alpha 0.05			Hyp Mean Diff = 0		
Groups	#	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	4	4.145	0.167432					
Post	4	4.8225	0.355					
Difference	4	-0.6775	0.292276	0.146138	-4.63604	3	2.318018	0.936758

Paired *t*-test results for the Interpersonal Influence dimension indicated a significant difference between pre- test (M = 4.50, SD = .72) and post-test means (M = 5.36, SD = .43, t = *-5.98*, p = .00055). Table 30 demonstrates results of the *t*-test for the II dimension. Table 31 contains summary statistics related to the II dimension.

Table 30

T- Test Results for Interpersonal Influence Dimension Items

	p-value	*t-crit*	*lower*	*upper*	*sig*
Two Tail	0.000553	2.364624252	-1.19659	-0.51841	yes

Table 31

Summary Statistics for Interpersonal Influence Dimension Items

SUMMARY			Alpha 0.05			Hyp Mean Diff = 0		
Groups	#	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	8	4.5	0.715681					
Post	8	5.3575	0.431832					
Difference	8	-0.8575	0.405595	0.143399	-5.9798	7	2.114179	0.914488

Paired *t*-test results for the Systemic Collaboration dimension indicated a significant difference between pre- test (M = 3.38, SD = .67) and post-test means (M = 4.26, SD = .82, t = -6.84, p = .001). Table 32 shows *t*-test results for the SC dimension and table 33 shows summary statistics for the SC dimension.

Table 32

T – Test Results for Systemic Collaboration Dimension Items

	p-value	*t-crit*	*lower*	*upper*	*sig*
Two Tail	0.001022	2.570582	-1.2155	-0.55116	yes

Table 33

Summary Statistics for Systemic Collaboration Dimension Items

SUMMARY			Alpha 0.05			Hyp Mean Diff = 0		
Groups	#	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	6	3.378333	0.668354					
Post	6	4.261667	0.824801					
Difference	6	-0.88333	0.316523	0.12922	-6.83589	5	2.790742	0.950444

Paired *t*-test results for the Resourceful Problem-solving dimension indicated a significant difference between pre- test (M = 4.38, SD = .48) and post-test means (M = 4.94, SD = .43, t = -6.41, p = .00021). Paired *t*-test results for the Resourceful Problem-Solving dimension indicated a significant difference between pre- test (M = 4.38, SD =

.48) and post-test means (M = 4.94, SD = .43, t = -6.41, p = .00021). Table 34 contains t-test results for the RPS dimension, table 35 displays summary statistics.

Table 34

T- Test Results for Resourceful Problem-Solving Dimension Items

lower	*upper*	*sig*
-0.75843	-0.35712	yes

Table 35

Summary Statistics for Resourceful Problem-Solving Dimension Items

SUMMARY			Alpha 0.05				Hyp Mean Diff = 0	
Groups	#	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	9	4.38	0.476025					
Post	9	4.937778	0.434649					
Difference	9	-0.55778	0.261045	0.087015	-6.41014	8	2.136712	0.914895

Paired t-test results for the Social Justice Advocacy dimension indicated a significant difference between pre- test (M = 4.768, SD = .22) and post-test means (M = 5.43, SD = .14, t = -7.05, p = .019). See Table 36 for t-test results and Table 37 summary statistics for the SJA dimension

Table 36

T-Test Results for Social Justice Advocacy Dimension Items

	p-value	*t-crit*	*Lower*	*upper*	*sig*
Two Tail	0.019536	4.302653	-1.07894	-0.26106	yes

Table 37

Summary Statistics for Social Justice Advocacy Dimension Items

SUMMARY			Alpha 0.05				Hyp Mean Diff = 0	
Groups	#	*Mean*	*Std Dev*	*Std Err*	*t*	*df*	*Cohen d*	*Effect r*
Pre	3	4.76	0.219317					
Post	3	5.43	0.14					
Difference	3	-0.67	0.164621	0.095044	-7.04938	2	4.06996	0.980464

Open-ended Response Item- SCLS (Post)

All open-ended responses were coded according to Young et al.'s (2015) five-theme of leadership and then matched to one of the three (leader-focused, relationship-focused, system-focused) frames**.** Of the 12 responses, 17% were leader-focused, 25% were system-focused, and 58% were relationship-focused (see Table 38). These results differed from pre-test results in that participants' views on leadership became less leader-focused and more focused on the relationship-focused and system

Table 38

Characteristics of School Counselor Leaders (SCLS- Post)

Participant Responses	Coding: Five-dimension Themes	Coding: Broad Frame
Equity driven	Advocacy	System-focused
Equity driven	Advocacy	System-focused
Equity driven	Advocacy	System-focused
Persistence	Leader attributes	Leader-focused
Strategic	Leader attributes	Leader-focused
Communication skills	Communication & collaboration	Relationship-focused
Compassionate	Relationship attributes	Relationship-focused
Empathetic	Relationship attributes	Relationship-focused
Empathetic	Relationship attributes	Relationship-focused
Empathy	Relationship attributes	Relationship-focused
Empathy	Relationship attributes	Relationship-focused
Empathy	Relationship attributes	Relationship-focused

Evaluation of Implementation: Post-Implementation Reflection Survey

This section explores the results of the Post-Implementation Reflection Survey (PIRS). A total of eight questions were included on the PIRS.

Post-Implementation Reflection Survey (PIRS) Results

The items included in the PIRS were designed to gain information about the baseline status of the host school, the implementation status of each CAC activity, the participation status of other school staff in CAC activities, the perceived benefits of CAC activities in relation to leadership practices, and about barriers and enablers in the

implementation process. As mentioned by Saunders et al. (2005), environmental factors may play a role on the implementation of intervention activities. Therefore, the PIRS asked two questions regarding the host school site as the context for intervention activities. The first question asked participants to indicate whether the host school site had an active CAC (defined as having at least two meetings per school year) prior to the intern beginning CAC activities. The second question asked participants to indicate how many committees existed within their host school site. The purpose of these two questions was to provide additional information to the researcher regarding contextual factors that may impact the process of implementation.

History of CAC and other committees at host school site. Four participants indicated that their host school had not had a CAC prior to their placement at the school. Two participants reported that a CAC had previously been formed, but was not active. One participant reported that there was an active CAC at their host school prior to their internship placement. One prompt on the PIRS asked participants to indicate the number of existing school-wide committees at their host school. Two of the participants reported that the host school had more than five existing schoolwide committees, two participants reported their host school had between two and four existing schoolwide committees, and two reported that their host school had one or fewer schoolwide committees. The existing committee structure within the host school may impact implementation (either positively or negatively) and provided additional information on the context of the host school.

Baseline status of CAC activities. The baseline status of CAC activities questions asked participants to indicate whether or not each of the nine CAC facilitation activities had occurred at the school prior to the start of their internship. All seven

participants provided responses to this question (See table 39). Four PSSCs (57.14% of the sample) reported that *Identify stakeholders* (activity 2) did occur at their host school site prior to the start of their internship; this activity was the most likely to have occurred prior to implementation. None of the PSSCs reported that *Defining CAC procedures* occurred prior to their placement at the school, making this the activity least likely to have occurred prior to implementation. *Membership agreements* (activity 3), *CAC roles and responsibilities* (activity 4), *Agenda* (activity 6), and *Internal Resource Map* (activity 8) had occurred at the host school prior to the start of the internship at 14.29% (n = 1) of the host school sites. Two participants (28.57%) of reported that activity 8, *Internal resource map*, had occurred at a host school prior to the beginning of the internship. Activities one and seven (*create vision; share data and goals*) were reported to have occurred prior to the internship by 42.86% (n = 3) of participants.

Results from this question on the PIRS indicate that recommended practices for Counseling Advisory Councils as part of the Management component of the ASCA National model occur between 0% - 57% of the time at this sample of urban schools.

Table 39

Baseline Status of CAC Activities

	Did occur prior to implementation		Did NOT occur prior to implementation	
Activity	# part.	%	# part.	%
1. Vision	3	42.86%	4	57.14%
2. Stakeholders	4	57.14%	3	42.86%
3. Membership agreement	1	14.29%	6	85.71%
4. Roles & responsibilities	1	14.29%	6	85.71%
5. Operating procedures	0	--	7	100%
6. Agenda	1	14.29%	6	85.71%
7. Share data and goals	3	42.86%	4	57.14%
8. Internal resource map	1	14.29%	6	85.71%
9. School/community resources	2	28.57%	5	71.43%

Implementation status of CAC activities. The next question on the PIRS asked participants to report the extent to which each of the nine CAC activities was implemented within their host school. This question provided the researcher with information regarding participants' adherence to the nine essential activities for facilitating Counseling Advisory Councils as designed for this study. The question read "What was the status of your implementation of the following CAC activities DURING your internship?*"* Response options for participants were: *Activity was not initiated; Activity was initiated, but not completed;* or *Activity was completed in full*. Few of the participants were able to complete the CAC activities in full. Participants' responses for activities completed in full included:

- *Vision* (activity 1)- completed in full by 28.57% of participants (*n* = 2)
- *Identify Stakeholders* (activity 2)- completed in full by 57.14% of participants (*n*=4)
- *Membership agreements* (activity 3)- completed in full by 14.29% of participants (*n* = 1)
- *CAC roles/responsibilities* (activity 4)- completed in full by 14.29% of participants (*n* =1)
- *CAC procedures* (activity 5)- completed in full by 0 participants
- *Agenda* (activity 6)- completed in full by 14.29% of participants (*n* = 1)
- *Share data and goals* (activity 7)- completed in full by 14.29% of participants (*n* = 1)
- *Internal resource map* (activity 8)- completed in full by 0 participants
- *School/community resources* (activity 9)- completed in full by 14.29% of participants (*n* = 1)

Some activities were initiated by the PSSCs, but were not able to be completed during the internship. Participants' responses for incomplete activities included:

- *Vision* (activity 1)- initiated but not completed by 57.14% of participants (n = 4)
- *Identify Stakeholders* (activity 2)- initiated but not completed by 14.29% of participants (n = 1)
- *Membership agreements* (activity 3)- initiated but not completed by 14.29% of participants (n = 1)
- *CAC roles and responsibilities* (activity 4)- initiated but not completed by 14.29% of participants (n = 1)
- *CAC procedures* (activity 5)*, Agenda* (activity 6)*, Share data and goals* (activity 7)-initiated but not completed by about 28.57% of participants (n = 2)
- *Internal school resource map* (activity 8)- initiated but not completed by 14.29% of participants (n = 1)
- S*chool/community resources* (activity 9)- none of the participants initiated, but did not complete activity 9.

Table 40 provides a breakdown of the implementation status of each of the nine activities. *Figure 3* provides the implementation status of each activity by participant.

Table 40

Implementation Status of CAC activities

	Activity not initiated		Activity initiated, but not completed		Activity completed in full	
Activity	# part.	%	# part.	%	# part.	%
1. Vision	1	14.29%	4	57.14%	2	28.57%
2. Stakeholders	2	28.57%	1	14.29%	4	57.14%
3. Membership agreement	5	71.43%	1	14.29%	1	14.29%
4. Roles & responsibilities	5	71.43%	1	14.29%	1	14.29%
5. Operating procedures	5	71.43%	2	28.57%	0	--
6. Agenda	4	57.14%	2	28.57%	1	14.29%
7. Share data and goals	4	57.14%	2	28.57%	1	14.29%
8. Internal resource map	6	85.71%	1	14.29%	0	--
9. School/community resources	6	85.71%	0	--	1	14.29%

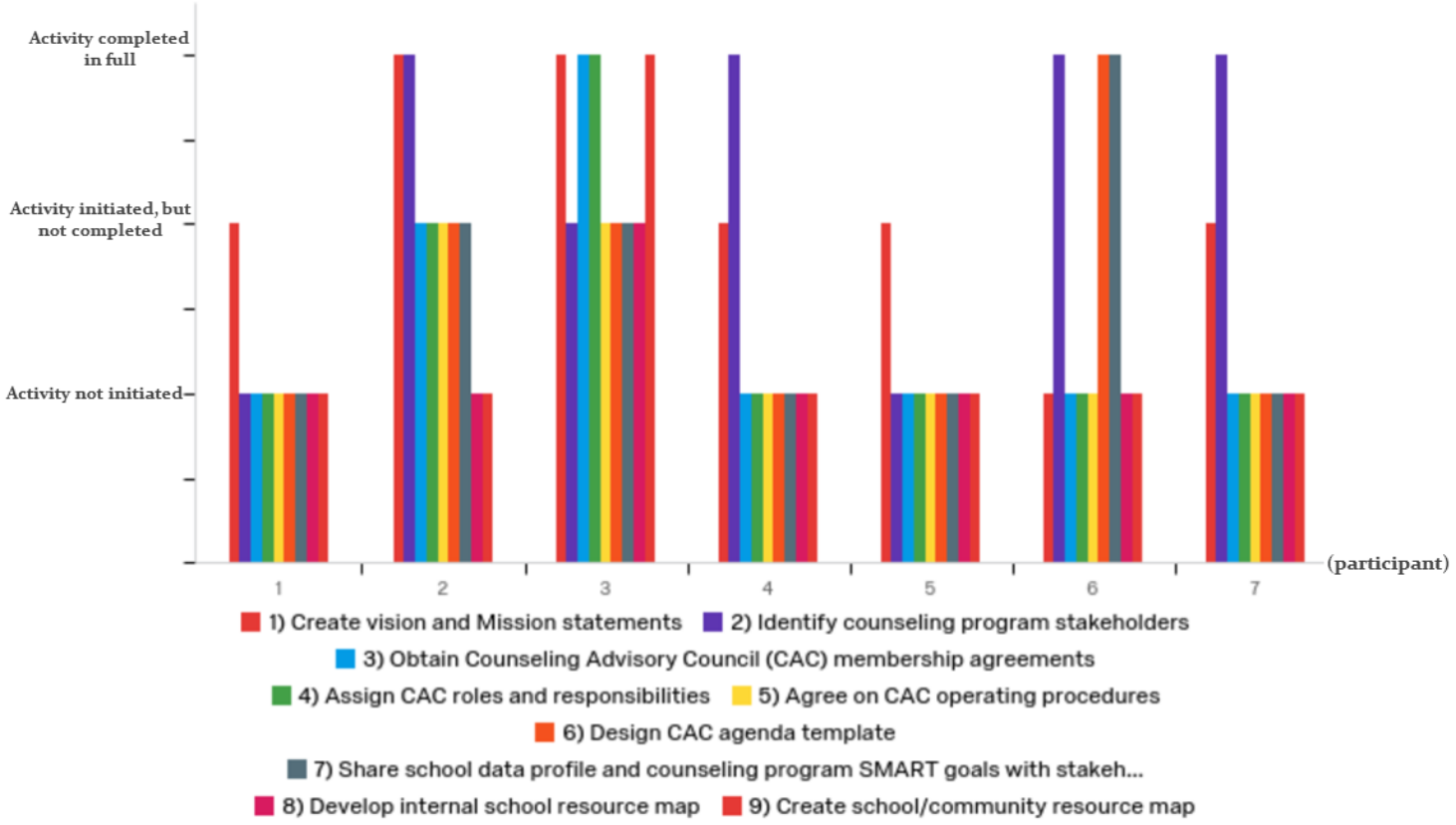


Figure 3. Implementation status of CAC activities by participant. Adapted from Qualtrics software (2017). Provo, UT.

Participation status of CAC activities. The next question asked PSSCs to indicate the status of the participation by host school staff (not including PSSC) that participated in each of the nine CAC activities. Participants were able to respond to this prompt by selecting one of three categories: *3 or fewer members participated, 4-7 staff members participated*, or *8 or more staff members participated*. For the purposes of this study, 3 or fewer members' participation was considered low participation, 4-7 staff members was considered mid-range participation, and 8 or more members was considered high participation. Over half of all participants indicated having low participation in all CAC activities, indicating that general participation of other host school staff in CAC activities was low. None of the PSSCs indicated having more than seven other staff members present for any CAC activities (see Table 41).

Table 41

Participation Status of CAC activities

	3 or fewer staff members participated		4-7 staff members participated		8 or more staff members participated	
Activity	#	%	#	%	#	%
1. Vision	5	71.43%	2	28.57%	0	--
2. Stakeholders	4	57.14%	3	42.86%	0	--
3. Membership agreement	7	100.00%	0		0	--
4. Roles & responsibilities	6	85.71%	1	14.29%	0	--
5. Operating procedures	7	100.00%	0	--	0	--
6. Agenda	6	85.71%	1	14.29%	0	--
7. Share data and goals	5	71.43%	2	28.57%	0	--
8. Internal resource map	6	85.71%	1	14.29%	0	--
9. School/community resources	6	85.71%	1	14.29%	0	--

Participant responsiveness. Participant responsiveness assessed the participants' perceived opportunities and benefits in implementing the CAC activities. All participants

who initiated the following activities indicated that the activity did provide an opportunity to apply counselor leadership skills:

- Activity 1, *Vision* (*n* = 6)
- Activity 2, *Identify stakeholders* (*n* = 5)
- Activity 3, *Membership agreement* (*n* = 1)
- Activity 9, *School /community resources* (*n* = 1)

All of the participants who engaged in the following activities indicated that the activity did *not* provide an opportunity to apply counselor leadership skills:

- Activity 5, *CAC procedures* (*n* = 1)
- Activity 6, *Agenda* (*n* =1)
- Activity 8, *Internal school resource map* (*n* = 1)

No participants engaged in activity 4, *CAC roles and responsibilities*. Fifty percent of the participants who engaged in activity 7, *Share data and goals* (*n* = 1) found that the activity did provide an opportunity to apply counselor leadership skills, while the other 50% (*n* = 1) indicated that the activity did not provide an opportunity to apply counselor leadership skills. Tables 42 and 43 illustrate participant responses (based on benefits of each CAC activity).

Table 42

Benefits by Total Participants

	This activity did NOT provide an opportunity to apply counselor leadership skills		This activity DID provide an opportunity to apply counselor leadership skills		Not applicable- activity not initiated	
Activity	# part.	%	# part.	%	# part.	%
1. Vision	0	--	6	85.71%	1	14.29%
2. Stakeholders	0	--	5	71.43%	2	28.57%
3. Membership agreement	0	--	1	14.29%	6	85.71%
4. Roles & responsibilities	0	--	0	--	7	100.00%
5. Operating procedures	1	14.29%	0	--	6	85.71%
6. Agenda	1	14.29%	0	--	6	85.71%
7. Share data and goals	1	14.29%	1	14.29%	5	71.43%
8. Internal resource map	1	14.29%	0	--	6	85.71%
9. School/community resources	0	--	1	14.29%	6	85.71%

Table 43

Benefits by Participants Who Engaged in Activities

	This activity did NOT provide an opportunity to apply counselor leadership skills		This activity DID provide an opportunity to apply counselor leadership skills		(Total participants less those who did not initiate activity)
Activity	#	%	#	% of those who initiated	# of those who initiated
1. Vision	0	--	6	100%	6
2. Stakeholders	0	--	5	100%	5
3. Membership agreement	0	--	1	100%	1
4. Roles & Responsibilities	0	--	0	n/a	0
5. Operating Procedures	1	100%	0	0	1
6. Agenda	1	100%	0	0	1
7. Share data and goals	1	50%	1	50%	2
8. Internal Resource Map	1	100%	0	0	1
9. School/Community Resources	0	0	1	100%	1

Context of implementation. Four participants chose to respond to the two questions regarding the context of implementation on the PIRS. The questions asked "What hindered facilitation of Counseling Advisory Council activities?" and "What

helped facilitation of CAC activities?" Coding of the results revealed that 12 factors were listed by the participants; nine factors were related to barriers and three factors reflected enablers to implementation. Because a similar question was asked in the needs assessment focus group, this question was analyzed in the same manner (see Chapter 2-*Data analysis*). Engestrom's (1984) activity system framework was used to categorize the responses. When analyzed within the activity system framework, all variables (subject, object, community, rules, tools, division of labor) were reflected in the 12 responses (coding document available in Appendix P). Table 44 displays the frequency of responses (coded as variable units) related to barriers and enablers implementation. The majority of responses were related to "community".

Table 44

PIRS Responses to Implementation in Context

Activity System Code	Barriers (Scored as -1)	Enablers (Scored as +1)	Total Variable Unit Score
Subject	-1	+1	0
Object	-1 -1	0	-2
Community	-1 -1 -1	+1 +1	-1
Rules	-1	0	-1
Tools	-1	0	-1
Division of Labor	-1	0	-1

Process Evaluation

Fidelity of implementation was measured against the following criteria (a) dose delivered (Dusenbury et al., 2003), (b) reach (Saunders et al., 2005), and (c) participant responsiveness (Dusenbury et al., 2003).

Process evaluation of dose. During the study design, the researcher determined that seven of nine activities completed in full would be considered sufficient adherence to the study design. No participants were able to complete seven activities in full (see *Figure 3*). Therefore, overall dose can be considered insufficient.

Process evaluation of reach. During study design, the established criteria for reach regarding staff participation was set at having eight members participate in each activity. The criteria for adequate reach was set at eight CAC members because ASCA recommends a minimum of eight members on the Counseling Advisory Council. Therefore, overall reach of the intervention can be considered inadequate (see Table 41).

Process evaluation of participant responsiveness. During study design, the researcher established criteria for participant responsiveness, which was: At least 85% of participants will find eight of the nine activities beneficial to developing leadership skills. This criteria could not be used in the process evaluation because only eight of the activities were evaluated by participants. Additionally, some of the items were only evaluated by one participant- meaning that the 85% criteria could not be determined. Therefore, this researcher drew conclusions based on the data that is available. Four out of the eight activities evaluated were rated as beneficial to leadership development; three of the activities were rated not beneficial, and one activity was rated beneficial by 50% of the participants who initiated the activity and not beneficial by the other 50%. More participants reported that the activities in general did provide an opportunity to apply counselor leadership skills. Additional considerations were taken into account in analyzing participant responsiveness.

The majority of PSSCs engaged in activities 1 and 2 (*Vision, n* = 6 and *Stakeholders, n* = 5). Every PSSC who engaged these activities rated them as beneficial to their leadership practices. Additionally, the one participant evaluated the third Initiation phase activity, (activity 3- *Membership agreements*) and rated it as beneficial. All of the Initiation phase activities were rated as beneficial. There are a variety of reasons that activities 5, 6, and 8 were rated as not being beneficial. One possibility is that the limited number of participants engaged in this activity led PSSCs to feel that they did not gain the full benefit of facilitating that activity.

Participants' ratings of activities 5 and 6 (designed to facilitate systemic collaboration) may indicate that these activities were not aligned with systemic collaboration or any other dimension of leadership, It may be that participants found these activities to be more closely management principles (establishing structure and routine) rather than leadership. Activity 8 was meant to facilitate resourceful problem-solving. With most participants reporting three or fewer staff available, they may not have gained the benefits of resourceful problem-solving. Additionally, because of the very short timeframe for implementation, PSSCs may not have seen the benefit of these activities if they were not able to engage in further collaborative activities with host school staff.

In conclusion, participant responsiveness cannot be examined in reference to the originally-established fidelity criteria. In general, however, the PSSCs did find that implementing the CAC activities provided an opportunity to apply leadership skills.

Discussion

Examining both the process and outcomes of the implementation of CAC activities provides valuable information regarding the impact of CAC activities on PSSC leadership development.

Research Question 1. How does facilitation of Counseling Advisory Council activities impact pre-service school counselors' leadership practices?

The results of the study indicate that implementation of CAC activities contributed to a statistically significant increase in PSSC leadership practices. There were statistically significant increases in the overall SCLS scores as well as in each of the five dimensions of the SCLS (PE, RPS, II,SC,SJA). Additionally, there were increases in the mean scores for each of the survey items from pre- to post-test. Of the five SCLS dimensions, PSSCs experienced the greatest increases in the areas of systemic collaboration and interpersonal influence. Leadership practices associated with systemic collaboration included working with other school staff toward shared goals and gaining buy-in around school counseling initiatives. Leadership practices associated with interpersonal influence included building positive relationships with stakeholders and navigating the politics of the school.

The systemic collaboration dimension had the largest mean difference (*MD* = .88) between the pre- and post- test results. Despite these significant gains, systemic collaboration remained as the dimension with the lowest mean score (in comparison with the other four dimensions) on the post- test as was indicated in the pre-test results. Activities associated with systemic collaboration were targeted through both the Initiation and Installation implementation phases. During their engagement in activities 1-6, PSSCs

worked with stakeholders toward identifying shared goals and building a foundation for effective facilitation of future CAC meetings. Of these six activities, an average of 76% of participants reported that the activities had not occurred at the host school prior to implementation of the intervention. Almost half of the sample (47.60%) reported that during implementation these activities were initiated, and an average of 21.44% of participants were able to complete these activities in full. The majority of participants (83.13%) reported that less than four staff members participated in the activities; on average, 16.67% of the participants indicated that four to seven staff participated in the six activities. Participants found the most beneficial activities to be activities 1-3 *(Vision, Stakeholders, Membership agreement),* which were designed to generate buy in around counseling initiatives. Activities 4-6 *(Roles & Responsibilities, Operating procedures, Agenda)* were designed to facilitate the process of running future CAC meetings.

Several conclusions can be drawn from this information. First, there seems to be a connection between engagement in CAC activities and an increase in engaging in the associated leadership practices as measured on the SCLS. The PSSCs found value in developing a vision and mission statement, sharing it with stakeholders, and encouraging school stakeholders to participate in providing input on school counseling program planning. PSSCs found less benefit in creating structures to run effective meetings. This may be due to the fact that the participants were not able to hold subsequent meetings and therefore did not see the benefits of those preparation activities. Another possibility is that PSSCs did not associate these types of activities with leadership skills. Creating formalized structures and delegating responsibilities may be more associated with management practices and participants may have made that distinction when evaluating

the leadership benefits of those activities. Alternatively, PSSCs may have felt the need to outline these structures unnecessary. Because school counselors and PSSCs get extensive training in group facilitation skills, they may have found these activities to be of little benefit.

Systemic collaboration is an area that still needs improvement as it was the leadership dimension with the lowest mean score. These results may have been impacted by participants not being full-time employee within the district, making it difficult to develop partnerships with stakeholders in and out of the building. PSSCs may have missed out on district-wide initiatives, local organizations or networks, or other communities of practice. After school activities or weekends may have been missed by PSSCs in order to attend their afternoon and evening classes.

Systemic collaboration is critical because the systemic change that is required to transform the school counseling profession, enable optimal implementation of CSCPs, and support the success of every student is a large undertaking. Systemic change is not often a result of one individual's influence on the system. Rather, systemic change occurs when smaller subsystems begin to change, subsequently imparting change on other interacting subsystems. In fact, Trowler and Knight (2000) highlight the significance of subsystems (mini cultures) in shaping and being shaped by individuals. They assert that socialization within new work environments is not so much shaped by the organization as a whole, but more so by the smaller communities (mini-cultures) with which a participant most intimately interacts. Reciprocally, the individual helps to reshape the norms, behaviors, and identity of the community (Trowler and Knight, 2000).

The influence of these smaller communities as discussed by Trowler and Knight draws additional emphasis to the PSSCs' interactions with the CAC. Collaborative work with the CAC helps the PSSC "come to know" the context, norms, and practices common within the school, by having a representative group of stakeholders on the CAC, the PSSC has the opportunity to be exposed to the various "mini cultures" within the school (Trowler & Knight, 2000, p.28) . Just as importantly, the PSSC is able to identify and construct the school counselor identity through interactions with these stakeholders, who can in turn share and distribute this information to the smaller activity systems to which they belong (Trowler & Knight, 2000). These key interactions with stakeholders help to transform the smaller subsystems (within the CAC) and the larger system of the school. Therefore, the systemic collaboration and interpersonal influence practices in PSSCs engage during CAC activities have the potential to have a noteworthy impact on their functioning within the school.

After implementation of CAC activities, PSSCs made significant gains in their reports of interpersonal influence, which involved forming positive relationships with stakeholders and navigating the politics of the school. The mean difference on pre-post-test mean scores for the Interpersonal Influence dimension was .86, making this the second largest mean difference. CAC activities associated with interpersonal influence were activities 1-3 (Initiation phase: *Vision, Stakeholders, Membership agreements*). On average, 62% of participants indicated that these three activities had not occurred at their host school prior to this intervention. Given that the Initiation phase was the most implemented phase, the results from the SCLS pre-post-test scores suggest that facilitation of CAC activities positively impacted PSSC leadership skills.

The perceived benefits from these activities were high. Navigating the politics of the school and fostering positive relationships seemed to be important tasks for the PSSCs**.** Navigating the politics of the school is the "coming to know" about the larger organization and the smaller subsystems within the school of which Trowler and Knight (2000) describe. This "coming to know" about the system, subsystem, and "mini cultures" significantly impacts a new employees induction into the profession (p. 29). These initiation CAC activities provided PSSCs with a formal opportunity to introduce themselves, their role, and intended goals. Given that these participants started their internship experience in the second half of the school year, this was likely a welcomed way to become inducted in the school community**.**

Further support of the benefits of CAC activities is the connection between engagement in CAC activities and gains in corresponding leadership practices on the SCLS. The SCLS item with the largest mean difference between pre- and post- test results was II 1: "I know and promote my school's instructional vision". Activity 1 of CAC activities was to create a vision and mission statement that aligns with the school and district mission. Activity 1: *Vision* was the most implemented activity, with 86% of the participants at least initiating the activity. PSSCs likely built on their strengths in interpersonal communication in order to establish positive relationships and obtain a shared commitment to the counseling vision.

The smallest change (.56) in pre--post- test mean scores was within the Resourceful Problem-solving dimension. The item with the smallest pre-post-test mean difference was RPS 5: "I search for innovative ways to improve student achievement". Resourceful problem-solving consisted of setting goals and finding innovate ways to

achieve those goals. These activities included sharing the school's data profile and school counseling goals, aligning counseling activities with existing school initiatives, and developing a school/community resource map *(*Activities 7-9*: Share data and goals, Internal resource map, School/community resources).* These Integration phase activities were the least implemented, perhaps due to a lack of time, or not having completed prior CAC activities. It is also possible that within the late spring timeframe for implementation, schools were overburdened with end of the school year tasks

Some conclusions on the subject of resourceful problem-solving can be drawn based on the SCLS and PIRS results. Overall implementation of these activities was low. Due to limited time for implementation, participants likely were unable to initiate the activities due to these time constraints. While participants were able to become familiar with the human resources in the school while implementing the systemic collaboration and interpersonal influence activities, the PSSCs were less able to become familiar with human resources in the community or material resources available within the district and community. Also of significant relevance is a contextual issue that occurred during the timeline of the intervention. In January, 2017 the Baltimore City Public School System announced that significant layoffs (estimated around 1,000 employees) were part of the plan to close the $130 million dollar budget gap (Prudente & Green, 2017). This likely impacted both PSSC and school staff perceptions regarding available resources and may have contributed to this dimension having the smallest gains in mean scores.

A conclusion drawn from the SCLS pre and post comparisons is that PSSCs took on a more distributed view of leadership after implementation of CAC activities. In response to the open-ended prompt, "List 2 characteristics you believe are essential for

school counselor leaders", 36% of pre-test responses were leader-focused characteristics, 50% were relationship-focused, and 14% were system-focused. On the post-test, 16% of the responses were leader-focused, 58% were relationship-focused, and 25% were system-focused. This may have been due to the fact that participants realized that their influence required collaboration with stakeholders. Engaging in CAC activities may have led participants to conclude that influence on systemic and organizational barriers is a necessary component of school counselor leadership.

Research Question 2: To what extent do Baltimore-area schools implement Counseling Advisory Council activities?

Responses to the PIRS provided insight regarding baseline implementation status of CAC activities and other conditions that could potentially impact implementation at the host school site. Over half of the participants (57%, $n = 4$) indicated that prior to their placement at the host school, no counseling advisory council existed. Almost a third of participants (29%, $n = 2$) indicated that a Counseling Advisory Council had previously been formed, but did not actively meet. One participant (representing 14% of the sample) reported that a Counseling Advisory Council that met at least twice per year did exist at the host school prior to implementing CAC activities.

During the intervention process, initiation of total CAC activities was improved from baseline, but was still fairly low. The Initiation phase of the intervention was most strongly implemented, with an average of 33% of participants indicating they completed activities within that phase in full. An average of 29% of participants indicated they started, but did not complete Initiation phase activities. The Installation phase activities, on average, were completed in full by about 10% of participants and were initiated, but

not completed by about 24% of participants. The Integration phase activities had the lowest implementation rates, with about 10% of participants completing the activities in full and another 14% of participants who initiated, but did not complete them.

The PIRS results also provided some indication of the extent of engagement of the host school staff in the CAC activities. Generally, participation of host school staff was low (3 or fewer staff members). No PSSCs reported high participation (8 or more staff members) on any CAC activity. In the Initiation phase, about 76% of PSSCs reported low participation (3 or fewer other staff involved). In the Installation phase, 90% of PSSCs reported low participation, and in the Integration phase 81% of PSSCs reported low participation from host school staff.

These CAC activities are important in school counselor leadership development. Theoretical (ASCA, 2012) and empirical (Burkard et al., 2012) literature suggest that management of school counseling programs is positively associated with service delivery. In BCPSS, implementation of CAC activities is low. It may be that implementation of the other elements within the management domain of the ASCA model is also low. There may be a connection between low implementation of CSCP management, and students' generally low perceptions of the availability of support services (as reported on the 2014 *School Survey*).

Research Question 3: What factors hinder or enable facilitation of Counseling Advisory Council activities?

Participant responses from these two questions on the PIRS provided insight on factors that hindered or helped the facilitation of CAC activities. Many more barriers than enablers were reported by participants. Barriers included: competing priorities in the

school, lack of buy-in, lack of support from administrators, and not enough time for implementation. The PSSCs were exposed to numerous challenges that affected the implementation process. During the time of this study, there was much turbulence in BCPSS due to major changes in curriculum, teacher evaluation, and budget. School staff had been managing many new initiatives and may have felt hesitation in committing to another new project when the Counseling Advisory Council was introduced. Additionally, much collaborative professional development time was already dedicated to supporting the new instructional and assessment practices (Santelises, 2016), which may have limited the time available to participate in CAC activities.

Alternatively, the sheer stress of managing so much change may have limited staff's willingness to make another shift in their practices. One participant's response to the PIRS open-ended question reflected the immobilization experienced by some schools in response to such dramatic changes in BCPSS operations. In response to the item "What hindered facilitation of CAC activities?", the PSSC indicated that there was a "school focus on remediation rather than future visioning". This statement reflects the apprehension to take on anything new in the district. Understandably, some of the staff were unsure that they would even remain employed with BCPSS the following year. Therefore, the context for implementation was challenging. Even prior to these large-scale system changes, Stringfield and Ykimowski-Srebnick (2005) noted that BCPSS presents "a challenging context in which to attempt educational reform" (p. 47). These challenges were magnified during the time of this study.

However, since the comprehensive school counseling program is a critical support for student achievement and overall development, it is imperative that school counselors

are able to communicate and innovate ways in which the CSCP becomes embedded into the overall mission and vision of the school and all stakeholders. Leadership skills such as resourceful problem-solving and systemic collaboration can help to overcome these organizational and systemic hindrances to school counselor functioning**.**

PSSCs reported that their own investment in the activities, the host school counselor's commitment to the activities, and support from an administrator allowed the CAC activities to be implemented. Clearly, it is the human resources in the school building that enable implementation of CAC activities. Commitment to a clear vision and the ability to gain support from other stakeholders are key school counselor leadership practices that facilitate implementation of CSCP components- such as CACs. This underlines the importance of enhancing relationship-focused leadership practices, such as interpersonal influence, in PSSCs and new school counselors.

Findings from this study suggest that as PSSCs engaged with school stakeholders in meaningful, goal-directed activities, they experienced positive changes in their leadership practices and adopted an expanded outlook on leadership. PSSCs became aware of the overall school mission, were able to gain buy in for counseling initiatives, work collaboratively with stakeholders to accomplish goals with schoolwide impact, and navigate the politics of the school. These are necessary skills for counselors to effectively implement the ASCA model for comprehensive school counseling programs. Having these types of leadership skills helps school counselors to find partners in creating systemic change and to assist in overcoming organizational challenges. Specifically, for PSSCs (and likely for new counselors) the CAC activities (particularly Initiation phase) seemed to help in establishing a sense of community and a shared vision.

Pre-service school counselors gain many of the skills necessary to conduct individual and group counseling, classroom lessons, and family consultation. However, if school counselors are not seen as an integral part of the overall school mission, as educational leaders and valued service providers, then they are often restricted in their ability to deliver the services that all students deserve. The PSSCs in this study made significant gains in their leadership practices, even when faced with contextual challenges. With ample opportunity to reflect on the challenges and to plan for how to address these challenges when they enter they profession, they will be much better prepared to exemplify the new vision for school counselors.

Limitations

This study was not without limitations. Limitations to this study include threats to internal validity, external validity, and reliability.

Selection

The participants were made up of a small convenience sample of one cohort class from one university, with no comparison group. Additionally, all participants were volunteers. This causes a threat to internal validity related to confounding effects of how this sample may respond to treatment (Stein, 2016).

Instrumentation

The School Counselor Leadership Survey (Young & Bryan, 2015) is a newly validated measure and is evident in two published studies. The limited research conducted with this scale limits the internal validity of the study and evaluation of associated constructs.

Testing Effect

The evaluation design includes repeated measures, therefore exposing an additional threat to internal validity; there could be a change in scores not related to the intervention, but instead related to repeated testing.

Maturation

Due to the short duration of the study, there are limited effects of maturation that impact the validity of the evaluation design; however, there is expected maturation of participants throughout the 15-week internship, which could impact results.

Timing

An additional threat to the internal validity of the study is the timing. The three-month length of the study may not have been enough time for change to occur. Additionally, the intervention period occurred along with participants' enrollment in a graduate-level leadership course, therefore adding a possible confounding variable. Finally, the pre-test SCLS was administered to participants after they had begun their internship experience and their leadership course (about three weeks into the spring semester) and these participants may have been exposed to information and experiences that impacted their baseline leadership scores on the SCLS. Because of the time demanded to hold the orientation meeting, allow for PSSCs to consent to participate, and to complete the baseline survey over a one week period, the baseline results were not collected prior to the internship beginning.

Statistical Conclusion Validity

Statistical conclusion validity concerns inferences that the researcher makes regarding "whether the presumed cause and effect co-vary and how strongly they co-vary" (Shadish, Cook, & Campbell, 2002). Sample size, power, statistical tests used,

treatment implementation, instrumentation, and the experimental setting can all affect statistical conclusion validity. The biggest threat to statistical conclusion validity in this study is the small sample size, which affects power.

Generalizability

Due to the small sample, there is limited generalization that can be established through the study design. The small and limited sample may not react the same way to treatment that a larger or more diverse sample may react

Construct Validity

This evaluation design is subject to construct validity errors related to expectancy bias. The participants are adult graduate students studying school counseling. These participants likely understood researcher's intended outcomes.

Trustworthiness of Qualitative Results. Guba's (as cited in Shenton, 2004) four criteria for addressing trustworthiness of qualitative studies are generally accepted methods to mitigate threats to validity and reliability. Shenton (2004) describes these four criteria:

> In addressing creditability, investigators attempt to demonstrate that a true picture of the phenomenon under scrutiny is being presented. To allow transferability, [the researchers] provide sufficient detail of the context of the fieldwork for a reader to be able to decide whether the prevailing environment is similar to another situation [in which] the findings can justifiably be applied to the other setting. The meeting of the dependability criterion is difficulty… researchers should at least strive to enable a future investigator to repeat the study. Finally, to

> achieve confirmability, researchers must take steps to demonstrate that findings emerge from data and not their own predispositions. (p. 63)

Specific actions were taken in this study to increase the trustworthiness of results: another qualified researcher was consulted during the coding process and the methods and instrument used were adapted from previous research. However, this does not eliminate all threats to validity.

Implications for Research

Recommendations for research include recommendations in study design, sample, timing, instrumentation, intervention design, and the process of implementation. Further research is needed to expand upon the findings from this study. Additional information regarding the impact of counseling advisory councils on counselor leadership practices, the current status of implementation of counseling advisory councils, and on barriers and enablers to implementation will be beneficial to the profession. Future research should focus on recruitment of a larger and more diverse sample. Participants from a variety of universities, geographic locations, and school types should be included in future studies. If possible, future research should make use of a comparison group in order to strengthen the findings and conclusions related to how the sample responded to treatment (Stein, 2016). Another recommendation for future studies would be to consider more optimal timing of implementation. In this study, limitations were related to the short duration of the implementation period and participants' concurrent enrollment in leadership coursework. Future studies could consider implementation of PSSC-led CAC activities during the practicum experience, prior to internship. PSSCs who engage in a year-long

internship may find more benefit in being able to start in the fall semester, when the school year begins with more time to implement all CAC activities.

Multiple enhancements could be made to the intervention design to improve future studies. This researcher made use of existing literature to identify best practices to structure the CAC activities. It would be beneficial in future studies to make use of a focus group of practicing school counselors (perhaps from a RAMP [Recognized ASCA Model Program] school) to provide input on appropriate activities and strategies to use for CAC facilitation.

The intervention design purposefully chunked the nine CAC activities into three stages of implementation within the CAC workbook and a suggested timeline for implementation was shared with PSSCs during the orientation meeting. However, limited oversight and support regarding the implementation timeline was provided. Future studies should consider providing additional support or technical assistance prior to the suggested deadline for implementation of each phase. An optional virtual technical assistance session was offered for participants of this study four weeks after introduction of the study, however none chose to participate. In order to increase participant engagement in these sessions, they should be integrated within the internship seminar course. The additional implementation support may help to increase fidelity of implementation of the intervention.

Based on PSSC responses regarding participation status and perceived benefits of CAC activities, it is likely that activities 4-6 can be outlined in advance by school counselors and shared as one activity with participants. These activities were perceived to have little to no benefit in developing leadership skills and are likely more aligned with

management practices. Further investigation into participant experiences and perceptions with the activities should be explored. Additionally, it would be valuable to gain additional information on practicing school counselors' and PSSCs' experiences with other ASCA-recommended management tasks.

The use of multiple measures to evaluate school counselor leadership practices would strengthen the study, though there currently are not any other measures specific to school counseling. The addition of a more comprehensive qualitative measure (such as interviews, a focus group, or case study) could provide valuable information related to research questions one and three. Interviews with participants to gain insight into the process of implementation, barriers and enablers to implementation, and the impact of implementation on leadership practices would be very useful. As part of the internship requirement, PSSCs engage in journaling and documenting time on task. A content analysis of these documents could provide critical insight. Additionally, the collection of the CAC workbook and content analysis of this document could provide another layer of information and data to strengthen the study.

The final recommendation is related to the process of implementation. In future studies, more attention should be paid to all stages of Kolb's Experiential Learning Theory. (See implications for practice for suggestions).

Implications for Practice

Findings from this study can be used to inform practice for pre-service school counselors, practicing school counselors, and counselor educators. Several implications for practice will be discussed: (a) bolster experiential learning for pre-service school counselors, (b) provide leadership support for practicing school counselors, (c) integrate

the SCLS leadership framework within school counseling preparation programs, (d) modify CAC activities to engage participants at all levels, and (e) include a wide range of stakeholders on CACs.

Bolster Experiential Learning for Pre-Service School Counselors

Engaging in concrete experiences within the school context allows pre-service school counselors to apply the knowledge, skills, and dispositions that they have built through their pre-service training. This opportunity also allows PSSCs to reflect on their experiences, construct or assimilate new ideas, and generate plans for applying their learning in new situations. This study provided a guided and organized format for suggested Counseling Advisory Council activities and leadership practices. Still, more attention should be given to all components of the experiential learning process in order for PSSCs to fully benefit from the experience. A suggested framework to bolster experiential learning as it applies to CAC activities for PSSCs is presented within this section.

Concrete experience. A foundational element to experiential learning is concrete experience. PSSCs were able to gain concrete experience in implementing CAC activities, engaging in collaborative practices, and demonstrating various leadership practices. However, in order to develop their leadership skills, PSSCs must be given a meaningful opportunity to reflect on and create meaning of their experience. In order to best prepare PSSCs to meet the challenges associated with implementing CAC activities (and other components of the ASCA model), they should be provided with the opportunity to reflect on and adapt their leadership practices. Therefore, it is suggested

that the initial implementation of PSSC activities begin within the practicum field experience prior to internship placement.

Reflective observation. An essential element of experiential learning theory (ELT) that was lacking in this study design was the reflective observation component. While enrolled in practicum and internship field experiences, PSSCs are enrolled in a seminar course with their peers and a school counselor educator in order to facilitate the reflective observation process. It is also strongly recommended that PSSCs engage in reflection with their host school counselor. If reflection regarding CAC implementation was integrated within the practicum or internship seminar course, PSSCs can profoundly reflect on and make sense of their experiences.

Abstract conceptualization. In the abstract conceptualization phase of experiential learning, the learner forms or modifies an idea or abstract concept in order to make generalizations or draw conclusions (Kolb, 1984). This is the stage in which the PSSC can make their general leadership style their own and draw conclusions as to which leadership practices are applicable to different tasks, contexts, and situations. Again, the format of the seminar class provides opportunity for abstract conceptualization.

Active experimentation. Having the opportunity to facilitate CAC activities during practicum and opportunities to reflect on and refine leadership practices in the practicum seminar, PSSCs will have the opportunity for active experimentation with leadership practices and Counseling Advisory Council implementation during internship. Another rich opportunity for concrete experience, reflective observation, and abstract conceptualization will complete the ELT cycle and strengthen PSSCs' leadership

knowledge, skills, and dispositions, better preparing them to answer demonstrate leadership once they enter the profession.

Provide Leadership Support to Practicing School Counselors

The findings of this study made clear that practicing school counselors struggle with leadership in the school context. Many of the CACs reported that ASCA-recommended practices for program management and school counselor leadership (particularly in reference to CAC activities) were not implemented by host school counselors. Participant responses indicated that lack of confidence, inability to create buy-in around counseling initiatives, or absence of a clear vison can impede counselors' abilities to generate impact as school leaders. Continuing support around leadership should be provided at the practitioner level. Practicing school counselors who may have been trained prior to the rollout of the ASCA National Model may have little to no support in embracing the tenets of the model. One possible strategy for providing support to practicing school counselors is professional learning and structured support around implementing CAC activities or other activities to promote leadership practices. The workbook provided in Appendix N could be reviewed and revised by school counseling professionals and provided as a resource to practicing school counselors. Though the Counseling Advisory Council is only one part of a comprehensive school counseling program, it provides a channel for implementation of the ASCA model themes: leadership, collaboration, advocacy, and systemic change.

Integrate the SCLS Framework in School Counselor Preparation Programs

Findings from this study indicated that pre-service school counselors reported an increase in their engagement in a variety of leadership practices. Mean scores on all items

and all dimensions of the SCLS increased after PSSCs' experiences in implementing CAC activities within their host school. Participant responses to the SCLS and Post-Implementation Reflection Survey (PIRS) provided an understanding of relevant leadership practices necessary for successful implementation of comprehensive school counseling programs.

Pre-service school counselor participants engaged in a series of recommended activities to encourage collaboration with stakeholders, communication around school counseling program goals and activities, and an opportunity for school counselors to model the transformed school counseling role and accompanied leadership practices. This intervention was organized into a total of four stages (introduction, initiation, installation, and integration) each targeting one or more essential leadership dimensions as outlined by the SCLS (Young & Bryan, 2015). Participants demonstrated significant improvement in all leadership areas, particularly in the areas of systemic collaboration an interpersonal influence.

School counselor preparation programs are designed to develop school counselor competencies in counseling techniques, leadership practices, advocacy and collaboration skills, program management and accountability strategies, and a commitment to systemic change. Many programs emphasize social justice advocacy and systemic collaboration, but more support should be given regarding other essential leadership skills such as interpersonal influence, professional efficacy, and resourceful problem-solving (Young & Bryan, 2015). The practical application of this model and the SCLS is far-reaching and should be explored as an opportunity to support pre-service school counselors in gaining and applying knowledge of the school setting. It is crucial that pre-service school

counselors develop a thorough understanding of the school setting and possible contextual barriers associated with school environment. In addition to counseling skills, school counselors must also be able to navigate the politics of the school, be innovative in problem-solving, and effectively work with other school stakeholders to support students. The SCLS and related five-dimension model of school counselor leadership is a relevant professional tool that encompasses all elements of effective school counselor functioning. In order for PSSCs to be successfully inducted into the profession, they must have the direct counseling skills and also the leadership and collaboration skills necessary to work effectively within the context of a school.

Modify CAC Activities to Engage Participants at All Levels

The CAC activities in this study were designed to help PSSCs engage in leadership activities to initiate a collaborative team with a focus on CSCPs. In order to address PSSCs' leadership skills of varying levels, field placement sites of various implementation levels, and CACs at various stages, the CAC activities should be modified. After initial development of the CAC, the Counseling Advisory Council can focus on specific counseling program goals. Guided questions for resourceful problem-solving, and targeted questions for stakeholders on advising the school counseling program could be added to the workbook for those PSSCs who are ready to engage in these activities. Supporting implementation of CAC activities at all levels requires some level of understanding and commitment from the host school counselor. Therefore, adding implementation of CAC activities to the internship contract may garner support from the host school counselor and the PSSC.

Include a Wide Range of Members on CACs

The CAC activities in this intervention were designed to help PSSCs work to establish partnerships within the school building. However, ASCA (2012) recommends a representative group of stakeholders to participate in the Counseling Advisory Council. A review of CAC activities in the workbook and the inclusion of more student- , family-, and community- centered activities will help PSSCs to become comfortable demonstrating leadership and collaboration with a variety of stakeholders. It is necessary for school counselors to be able to engage all stakeholders in supporting the school counseling mission. For future practice, this would be a recommended addition to the CAC activities.

Encourage Counselor Participation in Communities of Practice

Whether it is a CAC or another community of practice, it is important for PSSCs and practicing school counselors to become involved in subsystems of the school. These subsystems shape counselor practice and shape stakeholder practices. To shift the school's organizational, institutional, and political structures and practices requires more than just an individual counselor. A community of practice can support implementation of CSCP. The community of practice may be an interdisciplinary team, a committee, an informal stakeholder network, or professional development cohort. This community will enhance and support PSSCs and practicing school counselor momentum around enacting change, serving as school leaders, and positively influencing student outcomes.

Conclusions

School counselors have the capacity to positively impact the lives of students. Well-designed and well-managed comprehensive school counseling programs (CSCP)

have been linked to positive student outcomes (Lapan et al., 1997; Studer et al, 2006). Effective implementation of school counseling programs requires the support of school administrators and other stakeholders. School counselor leadership is essential to gaining the support of stakeholders and enabling a shared journey in supporting students' academic, social-emotional, and career development. Sufficient knowledge, practice, and commitment to school counselor leadership builds a foundation on which counselors can continue to advocate for the profession and consequently for positive student outcomes. As the school counseling profession continues to evolve in order to meet the changing needs of students and communities, it is essential that school counselors are prepared to embrace and demonstrate leadership practices in schools.

References

Amatea, E. S., & Clark, M. A. (2005). Changing schools, changing counselors: A qualitative study of school administrators' conceptions of the school counselor role. *Professional School Counseling*, *9*, 12-27. Retrieved from http://www.schoolcounselor.org

American School Counselor Association. (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.) Alexandria, VA.

American School Counselor Association (2017). State certification requirements. Retrieved from https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

Armstrong, S. A., MacDonald, J. H., & Stillo, S. (2010). School counselors and principals: Different perceptions of relationship, leadership, and training. *Journal of School Counseling*, *8*(15). Retrieved from http://www.jsc.montana.edu/articles

Aubrey, R. F. (1977). Historical development of guidance and counseling and implications for the future. *Personnel and Guidance Journal*, 288-295. Retrieved from https://jstor.org

Axelrod, N. R. (2004). *Advisory councils*. BoardSource.

Baker, S. B. (2001). Reflections on forty years in the school counseling profession: Is the glass half full or half empty?. *Professional School Counseling*, *5*(2), 75. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN6344708&site=ehost-live&scope=site

Balch, R. (2013). Teacher effectiveness and evaluation: Baltimore city schools as a case in education contemporary approaches to educational problems. Baltimore, MD: Johns Hopkins University.

Balogun, J. (2001). Strategic change. *Management Quarterly*, *10*(1), 2-11. Retrieved from http://www.tomorrowsleaders.com/A5569D/icaew/content.nsf/DocumentLookup/ICAEWSTR0109/$file/MQ10+Strategy.pdf

Baltimore City Public Schools. (n.d.). www.baltimorecityschools.org

Barton, P.E., & Coley, R.J. (2011). The mission of the high school: A new consensus of the purposes of public education?. Retrieved from www.ets.org

Bass, B. M. (1990). *Bass and Stogdill's handbook of leadership: A survey of theory and research*. New York, NY: Free Press.

Beesley, D., & Frey, L.L. (2006). Principals' perceptions of school counselor roles and satisfaction with school counseling services. *Journal of School Counseling, 4*(14). Retrieved from http://www.jsc.montana.edu/articles/v4n14

Boyd, W., Crowson, R., & van Geel, T. (1994). Rational choice theory and the politics of education: Promise and limitations. *Journal of Education Policy*, 9, 127–145. doi:10.1080/0268093940090512

Burkard, A., Gillen, M., Martinez, M. J., & Skytte, S. (2012). Implementation challenges and training needs for comprehensive school counseling programs in Wisconsin. *Professional School Counseling*, *16*, 136-145. Retrieved from http://www.schoolcounselor.org

Center for Mental Health in Schools & Student/Learning Supports (2017). UCLA Department of Psychology. Los Angeles, CA. Retrieved from http://smhp.psych.ucla.edu/

Cervoni, A., & DeLucia-Waack, J. (2011). Role conflict and ambiguity as predictors of job satisfaction in high school counselors. *Journal of School Counseling*, *9*(1). Retrieved from http://www.jsc.montana.edu/articles/v9n1

Chandler, J., Burnham, J., & Dahir, C. (2008). Counseling versus noncounseling duties: examining the past and present in school counseling. *Alabama Counseling Association Journal, 34*(1). Retrieved from http://www.alabamacounseling.org. Retrieved from http://www.jstor.org/stable/42732574

Clemens, E., Milsom, A., & Cashwell, C. (2009). Using leader-member exchange theory to examine principal—school counselor relationships, school counselors' roles, job satisfaction, and turnover intentions. *Professional School Counseling*, *13*(2), 75-85.

Council for Accreditation of Counseling and Related Educational Program. (2001). *CACREP accreditation standards and procedures manual*. Alexandria, VA.

Coogan, T., & DeLucia-Waack, J. (2007). Students' reported contact with and perception of the role of high school counselors: An examination of the ASCA role standard domains. *Journal of School Counseling*, 5(5). Retrieved from http://www.jsc.montana.edu/articles/v5n5.pd

Creswell, J. W., & Clark, V. L. P. (2011). Designing and conducting mixed research methods. Thousand Oaks, CA: Sage.

Curcio, C. C., Mathai, C., & Roberts, J. (2003). Evaluation of a school district's secondary counseling program. *Professional School Counseling*, *6*(4), 296-303.

Dahir, C., & Stone, C. B. (2003). Accountability: A M.E.A.S.U.R.E of the impact school counselors have on student achievement. *Professional School Counseling*, *6*, 214-222. Retrieved from http://www.schoolcounselor.org

Dodson, T. (2009, August). Advocacy and impact: A comparison of administrators' perceptions of the high school counselor role. *Professional School Counseling*, *12*(6), 480-487. Retrieved from http://www.jstor.org/stable/42732771

Dollarhide, C. T. (2003). School counselors as program leaders: Applying leadership contexts to school counseling. *Professional School Counseling*, *6*(5), 304-308.

Dollarhide, C.T., Gibson, D., & Saginak, K. (2008). New counselors' leadership efforts in school counseling: Themes from a year-long qualitative study. *Professional School Counseling*, *11*(4), 262-271.

Dollarhide, C.T., Smith, A.T., & Lemberger, M.E. (2007). Critical incidents in the development of supportive principals: Facilitating school counselor-principal relationships. *Professional School Counseling*, 10, 360-369

Durham, R.E., Bettencourt, A., & Connolly, F. (2014). Measuring school climate: Using existing data tools on climate and effectiveness to inform school organizational health. Retrieved from http://baltimore-berc.org/category/publications/

Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research*, *18*(2), 237-256.

Engestrom, Y. (1987). *Learning by expanding: An activity-theoretical approach to developmental research*. [Adobe Digital Edition]. Retrieved from http://lchc.ucsd.edu/mca/Paper/Engestrom/Learning-by-Expanding.pdf

Erford, B. T. (Ed.). (2004). *Professional school counseling: A handbook of theories, programs, and practices*. Austin, TX: Pro-Ed.

Falls, L., & Nichter, M. (2007). The voices of high school counselors: Lived experience of job stress. *Journal of School Counseling*, *5*. Retrieved from http://www.jsc.montana.edu

Gee, J. P. (2008). Sociocultural perspectives on opportunity to learn. In P. A. Moss, D. C. Pullin, J. P. Gee, E. H. Haertel, & L. J. Young (Eds.), *Assessment, equity, and opportunity to learn* (pp. 76-108). Cambridge, NY: Cambridge University Press.

Goforth, C. (2015). Using and interpreting Cronbach's alpha. Retrieved from http://data.library.virginia.edu/using-and-interpreting-cronbachs-alpha/

Griffin, D., & Farris, A. (2010). School counselors and collaboration: Finding resources through community asset mapping. *Professional School Counseling, 13*(5), 248-256. Retrieved from http://www.jstor.org/stable/4273295

Grossman, A., Johnson, S.M., & Brookover, E. (2011). *Baltimore City Public Schools: Implementing bounded autonomy* (Case PEL-063). Retrieved from http://pelp.fas.harvard.edu/files/hbs-test/files/pel063p21.pdf

Gysbers, N. C. (2004). Comprehensive guidance and counseling programs: The evolution of accountability. *Professional School Counseling*, *8*(1), 1-14. Retrieved from http://www.jstor.org/stable/42732409

Gysbers, N.C. & Henderson, P. (2000). *Developing and managing your school guidance and counseling program*. Alexandria, VA: American Counseling Association.

Hatch, T. (2008). Professional challenges in school counseling: Organizational, institutional, and political. *Journal of School Counseling*, *6*(22). Retrieved from www.jsc.montana.edu

Hayes, R. L., & Paisley, P. O. (2002). Transforming school counselor preparation programs. *Theory into Practice*, *41*(3), 169-176.

Herr, E. L. (2001). The impact of national policies, economics, and school reform on comprehensive guidance programs. *Professional School Counseling*, *4*(4), 236. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=4305626&site=ehost-live&scope=site

House, R. M., & Sears, S. J. (2002). Preparing school counselors to be leaders and advocates: A critical need in the new millennium. *Theory into practice*, *41*(3), 154-162.

Jackson, C. M., Snow, B. M., Boes, S. R., Phillips, P. L., Stanard, R. P., Painter, L. C., & Wulff, M. B. (2002). Inducting the transformed school counselor into the profession. *Theory into Practice*, *41*(3), 177-185.

Janson, C. (2009). High school counselors' views of their leadership behaviors: A Q-methodology study. *Professional School Counseling*, *13*(2), 86-97.

Janson, C., Militello, M., & Kosine, N. (2008). Four views of the professional school counselor—principal relationship: A Q-methodology study. *Professional School Counseling*, *11*(6), 353-361.

Janson, C., Stone, C., & Clark, M. A. (2009). Stretching leadership: A distributed perspective for counselor leaders. *Professional School Counseling*, *13*, 98-105.

Johns Hopkins University. (2015). School counseling program manual (Unpublished). Department of Counseling and Human Development, Johns Hopkins University, Baltimore, Maryland.

Kaffenberger, C. J., Murphy, S., & Bemak, F. (2006). School counseling leadership: A statewide collaborative model to transform school counseling. *Professional School Counseling*, *9*, 288-294.

Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, *4*(2), 193-212.

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development.* Englewood Cliffs, NJ: Prentice Hall.

Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2013). *Student leadership practices inventory 360: Individual feedback report.* San Francisco, CA: Jossey-Bass.

Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling and Development*, *75*, 292-302. Retrieved from http://onlinelibrary.wiley.com/journal/10.1002/%28ISSN%291556-6676

Leviton, L. C., & Lipsey, M. W. (2007). A big chapter about small theories: Theory as method: Small theories of treatments. *New Directions for Evaluation*, *2007*(114), 27-62.

Lewis, R. E., & Borunda, R. (2006). Lived stories: Participatory leadership in school counseling. *Journal of Counseling & Development*, *84*(4), 406-413.

Lipsey, M. (1998). Design sensitivity: Statistical power for applied experimental research. In L. Bickman and D. J. Rog (Eds.), *Handbook of applied social research methods* (pp. 39-68). Thousand Oaks, CA: Sage.

Mason, K.L., & Perera-Diltz, D.M. (2010). Factors that influence pre-service administrators' views of appropriate school counselor duties. *Journal of School Counseling, 8*(5). Retrieved from http://www.jsc.montana.edu/articles

McCarthy, C., Van Horn Kern, V., Calfa, N.A., Lamber, R.G., & Guzman, M. (2010). An exploration of school counselors' demands and resources: Relationship to stress, biographic, and caseload characteristics. *Professional School Counseling, 13,* 146-158. Retrieved from http://www.schoolcounselor.org

McClafferty, K. A., Torres, C. A., & Mitchell, T. R. (Eds.). (2000). *Challenges of urban education: Sociological perspectives for the next century*. SUNY Press.

Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, *83*(2), 340-363.

Monteiro-Leitner, J., Asner-Self, K., Milde, C., Leitner, D., & Skelton, D. (2006). The role of the rural school counselor: Counselor, counselor-in-training, and principal perceptions. *Professional School Counseling*, *9*(3), 248.

Moyer, M. (2011). Effects of non-guidance activities, supervision, and student-to-counselor ratios on school counselor burnout. *Journal of School Counseling*, *9*(5). Retrieved from http://www.jsc.montana.edu/articles

Northouse, P. G. (2015). *Leadership: Theory and Practice*. [Kindle].

Ng, K. Y., Van Dyne, L., & Ang, S. (2009). From experience to experiential learning: Cultural intelligence as a learning capability for global leader development. *Academy of Management Learning & Education*, *8*(4), 511-526.

O'Leary, Z. (2104). *The essential guide to doing your research project* (2nd ed). London, UK: Sage Publications.

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (2017). Positive behavioral interventions & supports. Retrieved from www.pbis.org.

Owens, D., Pernice-Duca, F., & Thomas, D. (2009). Post-training needs of urban high school counselors: Implications for counselor training programs. *Journal of School Counseling, 7*(17). Retrieved from http://www.jsc.montana.edu/articles/v7n17.pdf

Perera-Diltz, D. M., & Mason, K. L. (2008). Ideal to real: Duties performed by school counselors. *Journal of School Counseling*, *6*(26). Retrieved from http://www.jsc.montana.edu/articles/v6n26

Perkins, G., Oescher, J., & Ballard, M. B. (2010). The evolving identity of school counselors as defined by the stakeholders. Retrieved from http://www.jsc.montana.edu/articles/v8n31

Prudente, T. & Green, E. (2017, January 27). Baltimore City schools CEO looks to deep staff cuts to close $130 million budget gap. *Baltimore Sun.* Retrieved from http://www.baltimoresun.com/news/maryland/education/k-12/bs-md-ci-school-budget-cuts-20170126-story.html

Reiner, S. M., Colbert, R. D., & Perusse, R. (2009). Teacher perceptions of the professional school counselor role: A national study. *Professional School Counseling*, *12*(5), 324-332. Retrieved from http://www.schoolcounselor.org

Santelises, S.B. (2016). Implementing the Common Core State Standards: Lessons from Baltimore City Public Schools. *Equity-centered Capacity Building: Essential Approaches for Excellent & Sustainable School System Transformation,* 46-56. Retrieved from https://capacitybuildingnetwork.org/article5/

Scarborough, J. L., & Luke, M. (2008). School counselors walking the walk and talking the talk: A grounded theory of effective program implementation. *Professional School Counseling*, *11*, 404-416. Retrieved from http://www.schoolcounselor.org

Schimmel, C. J. (2008). *School counseling in West Virginia: An examination of school counselors and implementation of WV Policy 2315* (Doctoral dissertation). Retrieved from http://mds.marshall.edu/cgi/viewcontent.cgi?article=1321&context=etd

Sears, S. (1999). Transforming school counseling: Making a difference for students. *National Association of Secondary School Principals, NASSP Bulletin, 83*(603), 47-53. Retrieved from https://search.proquest.com/docview/216036463?accountid=11752

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Construct validity and external validity. *Experimental and quasi-experimental designs for generalized causal inference*, 64-102.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, *22*(2), 63-75.

Sniadach, A., Macko, A. (2013, August 5). What is qualtrics? In *UMBC Computing and Technology*. Retrieved on July 3, 2017. Retrieved from https://wiki.umbc.edu/pages/viewpage.action?pageId=31196136

Spillane, J. P., Halverson, R., & Diamond, J. B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, *30*(3), 23-28.

Stein, M. (2016). *Thinking about outcomes: Effect size and power.* [PDF document]. Online lecture notes retrieved from https://blackboard.jhu.edu/

Stein, M. (2016). *Threats to validity.* [PDF document]. Retrieved from https://blackboard.jhu.edu/

Stringfield, S.C. & Yakimowski-Srebnick, S.E. (2005). Promise, progress, problems, and paradoxes of three phases of accountability: A longitudinal case study of the Baltimore City Public Schools. *American Educational Research Journal, 42*(1), 43-75. Retrieved from http://www.jstor.org/stable/3699455

Studer, J. R., Diambra, J. F., Breckner, J. A., & Heidel, R. E. (2011). Obstacles and successes in implementing the ASCA National Model in schools. *Journal of School Counseling*, *9*(2), n2.

Studer, J. R., Oberman, A. H., & Womcack, R. H. (2006). Producing evidence to show counseling effectiveness in schools. *Professional School Counseling*, *9*(5), 385-391. Retrieved from http://www.jstor.org/stable/42732711

Taguiri, R., Litwin, G.H., Barnes, L.B. (1969). Organizational climate: Explorations of a concept. Cambridge, MA: Harvard University Press.

Toor, S. (2011). Differentiating leadership from management: An empirical investigation of leaders and managers. *Leadership and Management in Engineering, 11*, 310-320. doi:10.1061/(ASCE)LM.1943-5630.0000138

Trowler, P., & Knight, P. T. (2000). Coming to know in higher education: Theorising faculty entry to new work contexts. *Higher Education Research & Development*, *19*(1), 27-42. doi:10.1080/07294360050020453

Tyack, D., & Cuban, L. (1995). *Tinkering toward Utopia*. Cambridge, Massachusetts: Harvard University Press.

U.S. Department of Education. (2001). No Child Left Behind Act of 2001 (H.R.1). Washington, DC.

Vaughn, L., Bynum, R., & Hooton, M. A. (2007). Perceptions of the school counselor's role: A challenge for the profession. *Alabama School Counseling Association Journal*, *33*(2). Retrieved from http://www.alabamacounseling.org

Vela-Gude, L., Cavazos, Jr., J., Johnson, M. B., Fielding, C., Cavazos, A. G., Campos, L., & Rodriguez, I. (2009). "My counselors were never there": Perceptions from Latino College Students. *Professional School Counseling*, 12(4), 272-279. Retrieved from www.schoolcounselor.org

W.K. Kellogg Foundation. (2004). W.K. Kellogg Foundation logic model development guide.

Walker, M.E. (2012). Making the connection: How advisors can help students reflect on the internship experience. *Mentor: An Academic Advising Journal, 1.*

Walsh, M.E., Barrett, J.G., & DePaul, J. (2007). Day-to-day activities of school counselors: Alignment with the new directions in the field and the ASCA National Model. *Professional School Counseling,* 10, 370-378. Retrieved from http://www.schoolcounselor.org

Young, A., Dollarhide, C. T., & Baughman, A. (2015). The voices of school counselors: Essential characteristics of school counselor leaders. *Professional School Counseling*, *19*(1), 36-45.

Young, A., & Bryan, J. (2015). The school counselor leadership survey: Instrument development and exploratory factor analysis. *Professional School Counseling*, *19*(1), 1-15.

Young, A., Millard, T., & Kneale, M. M. (2013). Enhancing school counselor instructional leadership through collaborative teaming: Implications for principals. *NASSP Bulletin*, *97*(3), 253-259. http://dx.doi.org/10.1177/0192636513483356

Appendix A

BCPSS School Survey- *Staff Version, Adapted*

Directions:
This survey is anonymous and confidential. The survey is also voluntary. The purpose of this survey is to better understand your school environment. Please carefully read the directions read each question before answering. Choose answers that best describe your own beliefs and experiences.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
CCO 1: I feel like I belong at this school					
CCO 2: I have the opportunity to provide input into the school's programmatic decisions					
CCO 3: I feel valued by the administration at this school					
CSR 1: Teachers feel responsible for their students' academic success					
CSR 2: Teachers feel responsible for their students' social and emotional development					
CSR 3: Staff members know what is expected of them					
EPE 1: This school is well lit					
EPE 2: This school is clean and well-maintained					
EPE 3: This school provides an orderly atmosphere for learning					
ERS 1: I have adequate supplies to do my job					
ERS 2: There is sufficient professional development for staff regarding instructional practices					
ERS 3: Teachers participate in collaborative planning time at this school					
SSA 1: The school administration promptly responds to my concerns					
SSA 2: The school administration supports the staff in performing their duties					
SSA 3: The school administration provides teachers actionable feedback on their instructional practices					
SSC 1: The staff are willing to help each other out					
SSC 2: School staff respect each other					
SSC 3: Collaboration among school staff is valued in this school					

Appendix B

BCPSS School Survey- *Student Version, Adapted*

Directions: This survey is anonymous and confidential. The survey is also voluntary. The purpose of this survey is to better understand your school environment. Please carefully read the directions read each question before answering. Choose answers that best describe your own beliefs and experiences.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Not Applicable
ASA 1: I can get extra help with schoolwork when I need it					
ASA 2: I like the classes I take					
APS 1: My school has programs to deal with violence and conflicts between students					
APS 2: There is someone at my school who I can talk to about my problems					
ACC 1: My school prepares me for college and to have a career					
ACC 2: I learn a lot at my school					

Appendix C

Needs Assessment Focus Group Questions

Focus Group: Pre-service School Counselors

1. What are expectations of school counselors in your building?
   Follow-up: What do stakeholders think school counselors do? What is your reputation?

"Direct student services are delivered through three elements: school counseling core curriculum, individual student planning, and responsive services" (ASCA, 2012, p. 84). ***School counseling core curriculum*** *consists of the planned delivery of classroom lessons or group activities designed to promote students' academic, career, or personal/social growth (ASCA, 2012).*
Individual student planning *consists of ongoing systemic activities designed to help students establish and meet personal, academic, and career goals (ASCA, 2012).*
Responsive services *consist of "activities designed to meet students' immediate needs and concerns. This component (including short-term counseling and/or crisis response) is available to all students and may be initiated by students, teachers, parents, or [other staff including counselors]" (ASCA, 2012, p. 86).*

2. Describe direct services provided to students by school counselors in your building.
   Follow-up: What is available to all students? What kinds of classroom lessons? Group? Individual planning?

3. Describe indirect services performed by school counselors in your building
   Follow-up: Where does scheduling fit in? What kind of paperwork is expected? Are there non-counseling duties performed?

4. Do you have adequate resources in your building to effectively do your job?

5. What does a typical day look like for counselors?

6. What do you think would happen if more direct school counseling services were provided?

7. What do you wish you could change about school counseling in Baltimore City Public Schools?

Appendix D

Needs Assessment Focus Group Transcript

Q1: Expectations of Counselors—COUNSELOR ROLE

PSSC 1 The counselor's role in my school is kind of ***compounded***…. ***Academic side*** of things and quasi-administrators, so his role is sort of compounded. His comfort level is more with the academic side My counselor does not run groups, he does academic checks	PSSC 2 That's how I felt… the complete opposite of what I was expecting	PSSC 3 Based on where students are ***credit wise, scheduled in appropriate classes, utilizing naviance, counselo***rs are also there to support social-emotional No CG, No small groups being led Starting to find a way to do social emotional piece but must be linked… You have to squeeze in/hide SE piece Willing to do things a little bit differently Ive seen her take out ASCA National model and naturally she is a self-advocate	PSSC 4 ***Besides the credits and academic checks,*** it seems like for the personal and emotional issues, the students are directed to see the school social workers or psychologists and we have a lot of outside agencies that work with certain groups of students.	PSSC 5 ***In my school we do academics… scheduling, changing classes, re-scheduling classes, balancing class sizes***
PSSC 6 ***Mostly academics.***			PSSC 7 In my building…The main thing is that we ***analyze transcripts, checking how*** many credits they have From admins Principal Yesterday we worked with a student and it go too personal Avoided personal social issues	PSSC 8 There are a lot of SE piece b/c of my counselors' reputation She grew up in the area and has been known to handle ***discipline*** and have a "tough love" approach"

Q2: DIRECT SERVICES

PSSC 1 ***Only individual is done***; ***informal check-ins*** Classroom lessons only come when it is time for observation This lesson wasn't decided to be implemented based on data or school or student needs.	PSSC 2	PSSC 3 ***College planning- FAFSA applications, college applications, SAT registration, course selection for the following year***	PSSC 4 ***Sometimes she will be in a classroom where she is helping students register for naviance*** and I've seen people ask her for help and she asks them what they want to do after they graduate	PSSC 5 ***Direct services to teachers*** more so than to the students because they are so stressed; Also meetings with students if they are failing their classes
PSSC 6 I see mostly individual planning sessions with ***students regarding credits and grades***			PSSC 7	PSSC 8 Family conferences usually after ***discipline*** incident or when student is failing

Q3: INDIRECT SERVICES

PSSC 1 ***Partnerships*** with Mayors Office ***Career academy*** activities ***Attendance***, reviewing students who are failing or chronically absent	PSSC 2	PSSC 3 ***Scheduling and paperwork*** ***Planning College and Career Fairs*** for the school ***Registration for Naviance, SAT, FAFSA, college applications***	PSSC 4 ***Attendance meetings***, not home visits, but recommendations	PSSC 5
PSSC 6			PSSC 7 ***Collaborates with teachers regarding individual*** students' progress	PSSC 8 ***Both informal unplanned and SST meetings with social*** workers and psychologist

Q4: ADEQUATE RESOURCES

PSSC 1 Haven't really asked… seem to have the resources they need.	PSSC 2	PSSC 3 They have enough to maintain what they are currently doing Based on district mandates, but not on school-specific needs	PSSC 4 Against a wall because she doesn't know what she needs	PSSC 5 District PD is ineffective
PSSC 6			PSSC 7 She has the time, but she won't say she has the time She had binders and books but they are not really used It seems that there are plenty of monetary resources. The resources that are most stretched are time	PSSC 8 Lots of community agencies, but counselor themselves doesn't have solutions to problems. No not enough time. School in general does not have enough resources

Q5: TYPICAL DAY

PSSC 1 Check in with the principal in the morning, see what he needs for the day. No groups or anything are really being done so it may be (1) Then go to APEX	PSSC 2 Usually it is working on some sort of tasks that takes about 3 weeks to do (even though it shouldn't take 3 weeks). Like right now it is registering everyone for SATs.	PSSC 3 Depends on grade level Kids are coming to office everyday, preparing for one on one student schedule Each school does something completely different	PSSC 4	PSSC 5 Seeing if students need to be in another school, scheduling, rescheduling, mostly academics
PSSC 6			PSSC 7 I think the kids would really like seeing the counselors in a different role. I think she has the time to be able to get into the classrooms	PSSC 8 Informal students checking in

Q6: What would happen if more direct services were done?

PSSC 1	PSSC 2 Counselor would have to decide that is what they want to do. I think some counselors are comfortable with the academic tasks.	PSSC 3 Each school does something different Tasks would have to be taken home	PSSC 4 I think she's kind of trapped in that environment where she sees that this is her role and the only way she can feel accomplished I think it would be good for the kids to see the counselor in a different role. Like to see the counselor every day.	PSSC 5 I think the teachers would be happy to have the support.
PSSC 6 I think it comes down to a comfort level thing. My host counselor was was a teacher and would have a really good delivery of classroom lessons and I think she would like it if she had more direct contact with the students. But she would have to decide that she would want to make the change.			PSSC 7 I think she does have time for it and I think the kids would like to see more of the counselor and see what it is that counselors are able to help with	PSSC 8 If there were other people in place to do those tasks, t might be different. I think there would be less need for discipline and reactive services

Q 7: What do you wish were different?

PSSC 1 I don't want to just give a schedule. I want to run groups and I want people to know what my skill sets are. I wish I had more broad experience during internship.	PSSC 2 I wish there were less district inefficiencies and that the system was more supportive of being able to support the ANM and transformed role	PSSC 3 The way that my building is set up, I keep saying, is that it is good that we [the counselors] are all together and can consult. But we are very separated from the rest of the building and from the students. I wish that I had my own classroom on a hallway where I could run groups and have groups of students at a time, a safe space.. It would be nice for first year counselors to have a mentor counselor	PSSC 4	PSSC 5
PSSC 6 I wish it was more planned, proactive, and purposeful. Then I would feel like I had a purpose and I could see that I was making progress and making a difference.			PSSC 7	PSSC 8

Appendix E

Focus Group Coding: Meaning Units

Q1: Expectations of counselors

- Ambiguous/ unfocused
- Compounded
- "Opposite"
- Academic-focus
- Academic focus
- Academic focus
- Counselors' comfort level
- Strengths-based (counselors' strengths)
- Administrative tasks
- Individual services
- Reactive
- Paperwork (not mindsets and behaviors)
- Doing for the school, not helping kids build skills

Q2: DIRECT SERVICES

- Individual
- Informal
- Check-ins
- Self-directed
- Haphazard
- College planning
- Filling out paperwork
- Registration/paperwork
- Supporting staff
- Credits/graduation
- Fafsa/sat/class schedule/college
- Responsive services

Q3: INDIRECT SERVICES

- Collaboration
- Planning
- Paperwork
- Attendance
- Collaboration
- Meetings

Q4: Adequate resources?

- Maintain
- No unmet needs
- Prof dev
- Many agencies
- Monetary resources is adequate
- PD not sufficient
- Time not sufficient

Q5: Typical day

- Meet admins needs
- On admins schedule
- Day by day plan
- Long-term task
- Different at every grade level
- Unplanned
- Informal check ins

Q6: What would happen if…

- Counselor makes that decision
- Counselor comfort level
- Self-determined by counselor
- Paperwork out of business hours
- Feeling trapped
- Teachers happy to be supported
- Comfort level
- Counselor decision
- Use time more efficiently
- Lack of human resources for school daily functioning

Q7: What would you change?

- Want to run groups
- Want to use skills and training
- District more effective
- District support of transformed role
- Physical layout of building
- More cohesive with rest of staff
- More cohesive with student body
- More physical space
- Mentor
- More planned and proactive and purposeful
- See making change

Appendix F

Focus Group Coding, Rounds 2 and 3: Themes and Variable Units

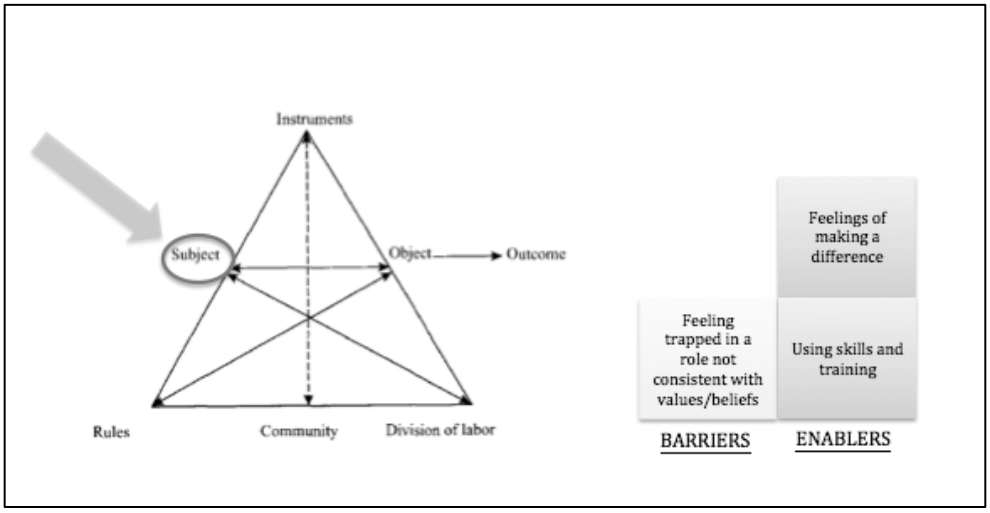
Subject		
Barriers	**Enablers**	**Neutral**
Feeling trapped in a role where activities are not consistent with values and beliefs	**Feelings** of making a difference	Determining role in school based on comfort level or preferences of counselor
	Using skills and training	
Community		
Barriers	**Enablers**	**Neutral**
	Providing **mentor** counselor	Serving as **"quasi-administrator**"
	Situating counseling office **central to student activity**	**Participating in staff meetings**
Rules		
Barriers	**Enablers**	**Neutral**
Doing tasks for students		
Doing tasks for daily school functioning		
Lacking human resources for daily school functioning		
Serving in non-counseling roles for basic school functioning		
Tools		
Barriers	**Enablers**	**Neutral**
Lacking tools and technology to make paperwork more efficient	Providing relevant professional development specific to new counselors	
Duplicating work in different tools to complete the same functions	Utilizing time in district-mandated activities to also meet other objectives	
Finding differences in counselor practices among counselors, grade levels, and schools		
Division of Labor		
Barriers	**Enablers**	**Neutral**
Performing non-counseling duties to support basic school functioning	Collaborating with other support staff to meet student needs	Completing paperwork
		Doing class scheduling and student registration
		Performing credit/ grade checks
		Addressing discipline issues
		Addressing attendance issues
		Organizing and administering standardized testing
		Planning school-wide events
		Performing tasks assigned by administrators
		Developing community partnerships

		Checking in with students informally
Goals		
Barriers	**Enablers**	**Neutral**
Completing tasks for students	Teaching and supporting students' development of necessary skills	Focusing on academics (x3)
Reviewing lists of students in need of reactive interventions		
Performing activities to assist in staff in basic school functioning rather than student functioning		

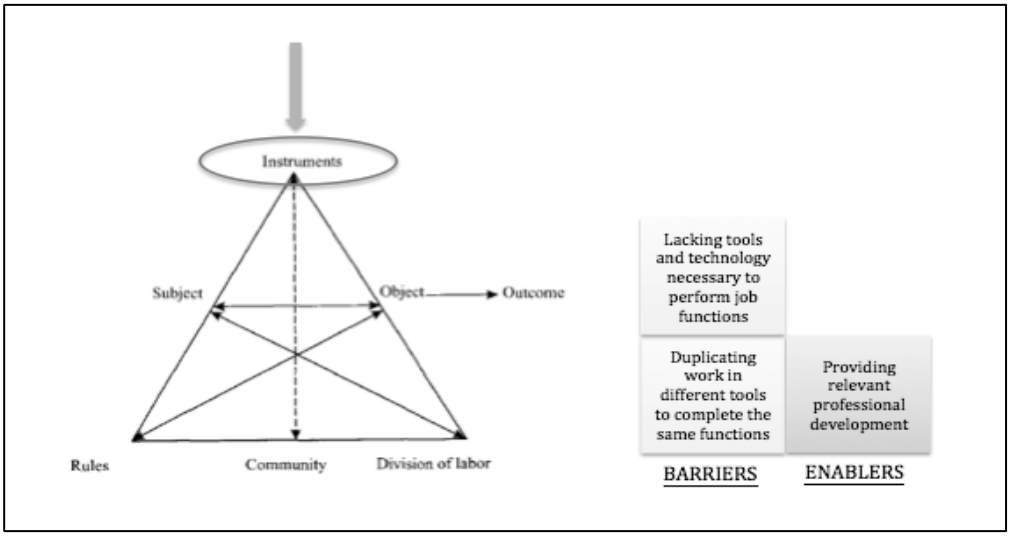
Appendix G

Focus Group Coding: Visual Display

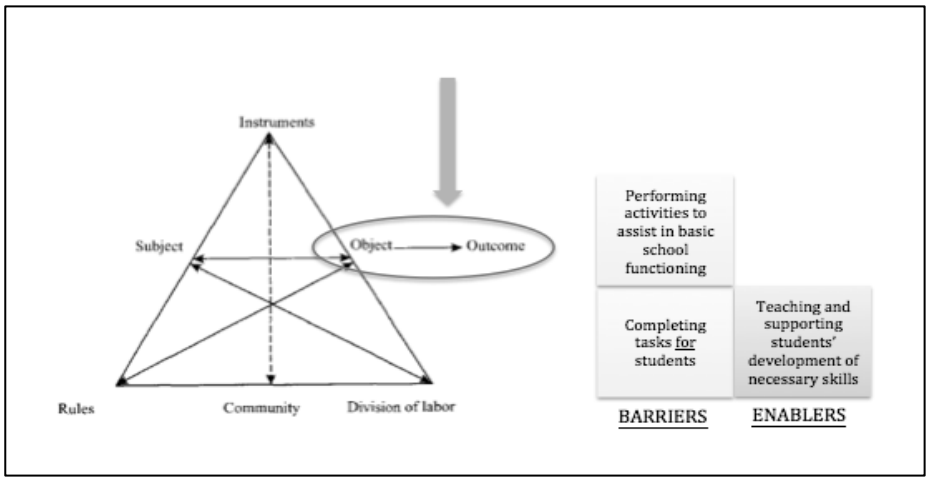
Subject: Counselor beliefs, perceptions, expectations



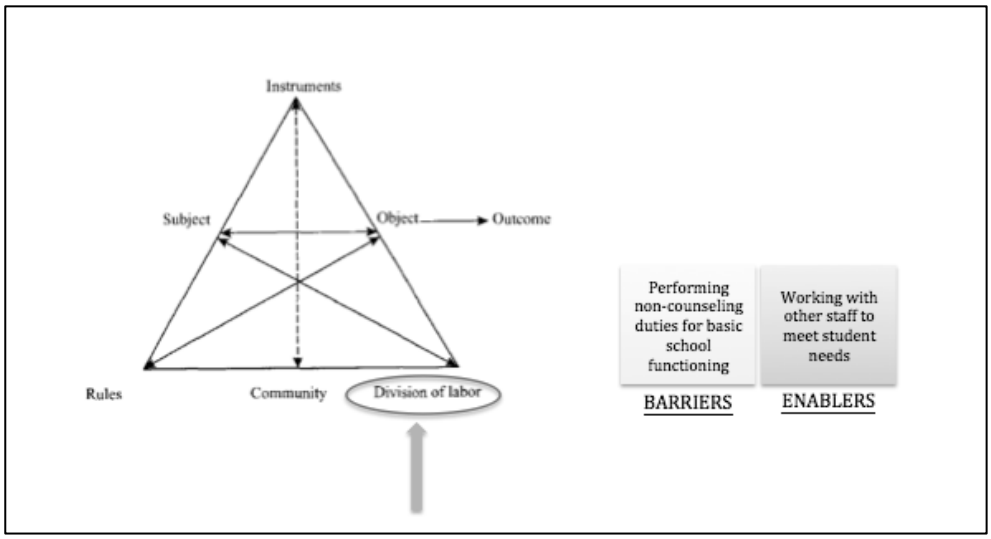
Instruments: Tools, technology, school structure



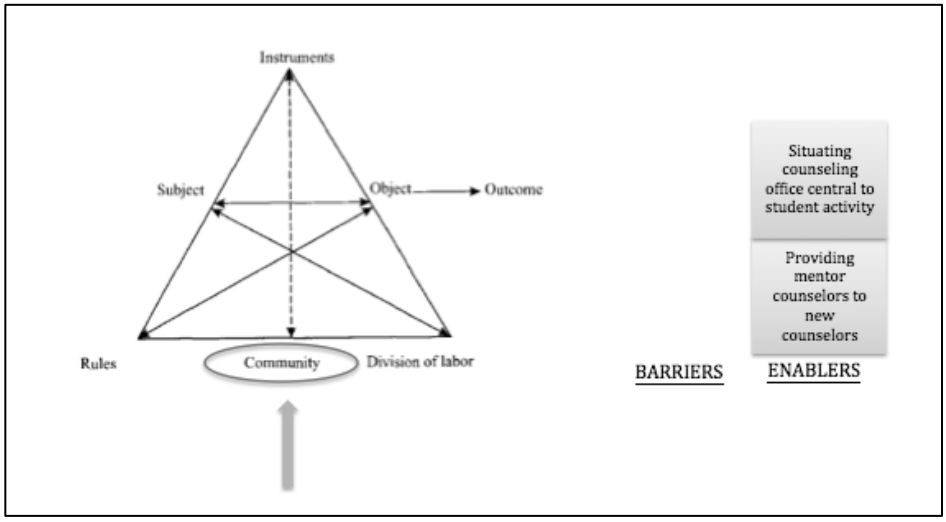
Object → Outcome: Goals, mission, purpose, results



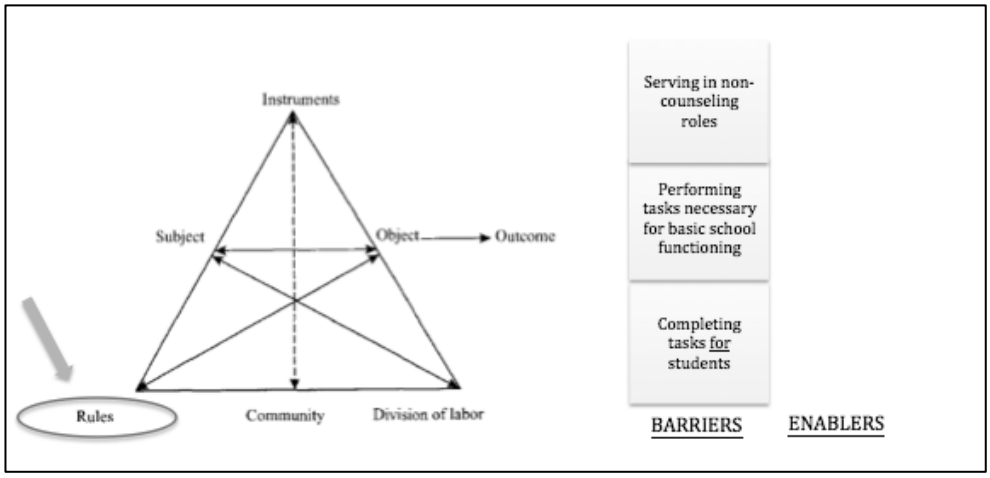
Division of Labor: Tasks, duties, assignments



Community: Interactions with other stakeholders



Rules: Counselor actions and behaviors



Appendix H

Needs Assessment Informed Consent

Johns Hopkins University
Homewood Institutional Review Board (HRIB)

Title: Contextual Barriers and Enablers in Providing Direct School Counseling Services in High Schools
Principal Investigator: Christina Jordan, M.Ed., NCC: Johns Hopkins University
Date:

A. Introduction:

You are invited to take part in a needs assessment regarding the barriers and enablers of implementing direct school counseling services in the high school setting. Approximately 8 pre-service school counseling interns are likely to participate. This consent form will explain in more detail the purpose of the study and what is involved. Your participation is completely voluntary. After reading this form in its entirety, please sign at the end. You will be given a copy of this consent form for your reference.

B. Purpose:

This study examines contextual factors that hinder or facilitate school counselors' functioning. The results of this needs assessment will be used to inform pre-service and in-service school counselors, counselor educators, and school administrators of the impediments and supports related to providing direct counseling services in high schools.

C. Procedures:

You will be asked to participate in an audio taped focus group interview.
You may be asked to participate in a brief follow-up survey.

D. Risks/Discomforts:

There are no anticipated risks.

E. Benefits:

Potential benefits are an increased understanding of variables related to the implementation of the ASCA National Model framework, the unique conditions that influence counselors' work in high schools, and potential opportunities for improved counselor practices at the high school level.

F. Voluntary:

Your participation is completely voluntary and you can withdrawal your consent at any time without penalty.

G. Confidentiality:

Results are both confidential and anonymous. No identifying information is included in the focus group interview in order to keep your responses anonymous. The focus group will be audio-

recorded and then coded by the Principal Investigator. The coding process will include: summarizing and synthesizing group results, developing themes related to content, and noting significant findings. Your specific responses will not be shared with anyone other than the Principal Investigator. Only a participant number will be included on the related transcripts.

H. Compensation:

There is no compensation for participating in this study.

I. Questions/concerns:

If you have any questions about the study or your participation, please contact Christina Jordan by email at Cjorda19@jhu.edu. If you have questions about your rights as a participant or feel that you haven't been treated fairly, please call the Homewood Institutional Review Board as Johns Hopkins University at 410-516-6580.

J. Signatures:

Your signature below indicates your willingness to participate in the study and that you understand that you can withdrawal at any time.

_____ _____

Signature of Participant Date

Appendix I

Logic Model

Program: PSSC-led CAC Activities Logic Model

Inputs	Outputs		Outcomes -- Impact		
	Activities	*Participation*	*Short*	*Medium*	*Long*
-Willing participants -Time for delivery of intervention orientation for PSSC -Time to evaluate outcomes -Existing literature and research to support intervention -Existing assessment and survey tools	-Assessment of pre-service counselors' attitudes and behaviors regarding leadership, -Review of Masters-level curriculum for leadership competencies -Pre-service school counselors facilitate readiness activities for school-based Counseling Advisory Council (CAC) meetings -Counselors reflect on process of developing CAC activities within the host school	-Pre-service school counselors in internship class at JHU -Pre-service school counselors conduct three implementation phases with host school staff -Pre-service school counselors complete online pre-post assessment tools -Pre-service school counselors complete online reflection activity	- Completion of nine critical features of creating a counseling advisory council -School counselor leadership within multidisciplinary team -Communication with stakeholders regarding school counseling mission -Structured collaboration with stakeholders for counseling program planning	-PSSC feelings of professional efficacy -PSSC demonstration of resourceful problem-solving -PSSC demonstration of systemic collaboration -PSSC demonstration of interpersonal influence -PSSC demonstration of social justice advocacy -Changes in school counselor beliefs regarding leadership	-PSSC willingness to create and lead Counseling Advisory Council once in service -Increased support of school counseling goals, activities, mission -Better implementation of CSCP

Assumptions	External Factors
Readiness activities will be positively received by PSSC and host school staff; Readiness activities will contribute to a well-functioning CAC; Counseling Advisory Council program planning will contribute to more effective use of counselor time and will increase direct service delivery; pre-service counselors and host school staff will be willing to participate.	District initiatives and priorities, the formation of other school committees, the general school staff culture of collaborative learning, the host school counselor's social capital, the school ad district political climate, the school calendar, the University calendar

Appendix J

Data Summary Matrix

Research question	Data measure	Data type	Collection timeline	Analysis
How does facilitation of Counseling Advisory Council activities impact pre-service school counselors' leadership practices?	School Counselor Leadership Survey (Young & Bryan, 2016)	Electronic version (Qualtrics, Provo, UT, 2015)	February 2017(pre-test) and April 2017 (post-test)	Paired t-test; Deductive thematic coding of qualitative responses
To what extent do Baltimore-area schools implement Counseling Advisory Council activities?	Post-Implementation Reflection Survey (Jordan, 2017)	Electronic version (Qualtrics, Provo, UT, 2015)	April 2017 (post-test)	Descriptive statistics; frequency distributions
What factors hinder or enable facilitation of Counseling Advisory Council activities?	Post-Implementation Reflection Survey (Jordan, 2017)	Electronic version (Qualtrics, Provo, UT, 2015)	April 2017 (post-test)	Deductive thematic coding of qualitative responses

Appendix K

School Counselor Leadership Survey Items (Young & Bryan, 2016)

Please indicate your gender
Male
Female

What is your highest level of educational training?
Master's Degree
Specialist's Degree
Doctorate
Other

What category best describes your racial/ethnic background?
American Indian or Alaska Native
Asian/ Asian American/ Pacific Islander
Black or African American (including African and Afro-Caribbean)
Hispanic, Latino
White/European
I do not wish to respond

In which type of school setting do you work?
Urban
Suburban
Rural

Select the most appropriate description for your school
Public school
Private school
Charter school

At which level do you work?
Elementary school (1)
Middle school (2)
k-8 school (3)
High school (4)
Alternative school (5)
Other (6)

Indicate the approximate number of students enrolled in your school
Less than 500
501-1000
More than 1000

How many school counselors work in your school?
0; 1; 2; 3; 4; 5; 6 or more

Please respond to each statement as it relates to your current position. Answer the questions realistically and based on whether you engage in the described behavior or practice. Do not answer the statements based on what you would like to do.

I initiate new programs and interventions in my school/district.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I accomplish goals with certainty and confidence.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I find resources to secure what is needed to improve services for all students.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I am often chosen to lead school-wide/district initiatives, committees, or councils.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I have confidence in my ability to lead.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I ask for help when needed to advocate on behalf of students and parents.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I know and promote my school's instructional vision.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I actively work with stakeholders to implement comprehensive school counseling programs.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I solve most problems if I invest the necessary effort.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I am a change agent.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I read current school counseling research to help promote positive change for students.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I search for innovative ways to improve student achievement.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I encourage my colleagues to share their new ideas
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I am knowledgeable about communication styles.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I promote positive change for all students.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I maintain high expectations for all students.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I respond to social justice inequities that may affect the future of students' academic achievement.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I am goal oriented.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I consider myself a leader.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I remain calm when facing difficult situations.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I exceed expectations when assigned a task.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I am comfortable with change.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I can be persuasive to gain buy-in for implementation of new school counseling programs.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I have the power to affect positive change.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I use creative strategies to foster positive relationships.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I challenge status quo to advocate for all students.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I accomplish goals that have school-wide impact.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I use compassion when problem-solving.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I navigate through the politics of the school.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I know how to recognize social justice inequities.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

I work collaboratively with stakeholders to accomplish goals.
Never; Rarely; Occasionally; Sometimes; Fairly Often; Very Often; Always

List two characteristics that you believe are essential for school counselor leaders.

Appendix L

Post-Implementation Reflection Survey Items

Please respond to the following 2 questions regarding your Internship host school

Approximately how many schoolwide committees are active in your host school?

- ❍ 0-1
- ❍ 2-4
- ❍ More than 5

Please select the BASELINE status (prior to you beginning any Internship activities) of the Counseling Advisory Council (CAC) at your Internship host school

- ❍ No Counseling Advisory Council existed
- ❍ A Counseling Advisory Council had previously been formed, but did not actively meet
- ❍ There was an active (formed and met 2x per year) Counseling Advisory Council at the host school prior to my Internship placement

Post-test Implementation Questions
Please respond to the following 4 questions regarding Baseline status, Activity status, Participation status, and Benefits of the Counseling Advisory Council (CAC) workbook

BASELINE STATUS: What was the status of your host school's experience (BEFORE you began your Internship) with the following Counseling Advisory Council (CAC) activities?

	Did NOT occur prior to implementation of Internship activities	DID occur prior to implementation of Internship Activities
1) Create vision and Mission statements	❍	❍
2) Identify counseling program stakeholders	❍	❍
3) Obtain Counseling Advisory Council (CAC) membership agreements	❍	❍
4) Assign CAC roles and responsibilities	❍	❍
5) Define CAC operating procedures	❍	❍
6) Design CAC agenda template	❍	❍
7) Share school data profile and counseling program SMART goals with stakeholders	❍	❍
8) Develop internal school resource map	❍	❍
9) Create school/community resource map	❍	❍

ACTIVITY STATUS: What was the status of your implementation of the following Counseling Advisory Council activities (CAC) DURING Internship?

	Activity was not initiated	Activity was initiated, but not completed	Activity was completed in full
1) Create vision and Mission statements	❍	❍	❍
2) Identify counseling program stakeholders	❍	❍	❍
3) Obtain Counseling Advisory Council (CAC) membership agreements	❍	❍	❍
4) Assign CAC roles and responsibilities	❍	❍	❍
5) Agree on CAC operating procedures	❍	❍	❍
6) Design CAC agenda template	❍	❍	❍
7) Share school data profile and counseling program SMART goals with stakeholders	❍	❍	❍
8) Develop internal school resource map	❍	❍	❍
9) Create school/community resource map	❍	❍	❍

PARTICIPATION STATUS: Please indicate the extent of participation by host school staff (besides yourself) in the following Counseling Advisory Council (CAC) activities?

	3 or fewer staff members participated	4-7 staff members participated	8 or more staff members participated
1) Vision and mission statements created	❍	❍	❍
2) Counseling program stakeholders identified	❍	❍	❍
3) Counseling Advisory Council membership agreements obtained	❍	❍	❍
4) Assign CAC roles and responsibilities	❍	❍	❍
5) Agree on CAC operating procedures	❍	❍	❍
6) Design CAC agenda template	❍	❍	❍
7) Share school data profile and counseling program SMART goals with stakeholders	❍	❍	❍
8) Develop internal school resource map	❍	❍	❍
9) Create school/community resource map	❍	❍	❍

BENEFITS: Please indicate the extent to which you found the following CAC activities beneficial in helping you apply counselor leadership skills during Internship

	This activity did NOT provide an opportunity to apply counselor leadership skills	This activity DID provide an opportunity to apply counselor leadership skills	Not applicable; activity not initiated
1) Vision and mission statements created	❍	❍	❍
2) Counseling program stakeholders identified	❍	❍	❍
3) Counseling Advisory Council membership agreements obtained	❍	❍	❍
4) Assign CAC roles and responsibilities	❍	❍	❍
5) Agree on CAC operating procedures	❍	❍	❍
6) Design CAC agenda template	❍	❍	❍
7) Share school data profile and counseling program SMART goals with stakeholders	❍	❍	❍
8) Develop internal school resource map	❍	❍	❍
9) Create school/community resource map	❍	❍	❍

Barriers and Enablers: Open-ended

What helped you implement the CAC activities at your host school site?

What hindered implementation of CAC activities at your host school site?

Appendix M

Orientation Materials for Participants: Outline

Enhancing School Counselor Leadership through Counseling Advisory Councils

- Thank you!
- Personal Introduction
- Purpose & Potential Benefits

  The purpose of this study is to examine the impact that a counselor-led Counseling Advisory Council has on school counselor leadership. The results of this study will be used to inform pre-service and in-service school counselors, counselor educators of the supports that facilitate implementation of comprehensive school counseling. Participants may expect to receive structured activities for facilitating counseling advisory councils and opportunities for technical assistance in implementation of these activities.

  Pre-service school counselors, in-service school counselors, counselor educators, and other school staff may benefit from an increased understanding of the ASCA National model, unique conditions that facilitate school counselor functioning, and potential opportunities for improved implementation.

- Procedures

  Participants (pre-service school counselors) will be asked to engage in approximately 1.5 hours of introductory and data collection activities during participation in the study.

  Participants will be asked to contribute baseline and post-intervention data in the forms of online surveys.

  Participants are asked to work with their field placement host school and site supervisor to arrange a Counseling Advisory Council consisting of at least 2 staff meetings.

- Participation

  Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

  If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please notify Christina Jordan (cjorda19@jhu.edu).

- Suggested Timeline

  February 7-14, 2017: Information session (45 minutes) to introduce the scope and purpose of the study. Invite participants (participation is voluntary)

  February 14-17: Fellows who agree to participate will complete the pre-test (School Counselor Leadership Scale) through online survey (approx. 5-10 minutes).

  Participants will receive access to Counseling Advisory Council Facilitation Activities Workbook through Google site. Templates and objectives of for all 9 activities will be provided.

  By February 28: PSSCs will recruit 6-8 host school staff to participate as part of the Counseling Advisory Council (utilize Readiness Activities 1-3).

  (March 2- Optional CAC Facilitation technical assistance session via Adobe Connect)

  By March 17 : PSSCs will hold at least one CAC Facilitation meeting in order to complete Readiness Activities #4-6.

  By April 21: PSSCs will hold a second CAC Readiness meeting in order to complete Readiness Activities #7-9

  By April 28: PSSCs will complete School Counselor Leadership Scale and Post-test

reflection question (approx. 10-20 mins)

- Critical Features and Data Collection

  Informed Consent from School Counseling Fellows (by February 14: can be submitted electronically with signature to Christina Jordan or can be submitted hard copy with signature)
  Completion of baseline Leadership survey (by February 17: submitted electronically and anonymously)
  Participation Agreement (p. 2 of workbook) from CAC members (by February 28: can be scanned and submitted electronically with signatures or can be submitted hard copy).
  Completion of Post-intervention Leadership survey and Reflection Question (by April 28: submitted electronically and anonymously)

- Additional Information

  http://tinyurl.com/CAC2017
  Informed consent
  Participant agreement
  CAC workbook
  Pre-Post Survey

Appendix N

CAC Activities Workbook

Counseling Advisory Council Facilitation Activities 2017

Counseling Advisory Council
Facilitation Activities

Implementation Phase	**Activities**
Initiation	1. Develop vision and mission statement 2. Identify Stakeholders 3. Collect participation agreements
Installation	4. Agree on CAC meeting calendar 5. Assign member roles as needed 6. Develop formalized meeting agenda template
Integration	7. Share school data profile and CSCP goals 8. Complete Working Smarter document 9. Create school/community resource map

Initiation: Facilitation Activities 1-3

Vision and Mission Statements

Vision statement guidelines:

- Describes long-term academic, personal/social, and career outcomes for students 5-10 years in the future
- Focuses on ideal outcomes and advocates for success of every student
- Aligns with district vision statement

SAMPLE: *All students from Hopkins High School graduate college and career ready and are able to meet the challenges of the 21st century. All students achieve personal growth, meet their fullest potential, and make a positive difference in the school and community.*

VISION STATEMENT:

_____
_____
_____
_____

Mission statement guidelines:

- Focuses on what the school counseling program does to help students be successful
- Aligns with district and school mission and vision
- Addresses equity, access, and success of every student

SAMPLE: *The school counseling program at Hopkins High School delivers a comprehensive, data-driven school counseling program that fosters academic, personal/social, and career development for all students. In partnership with students, teachers, parents, administrators, and community members, school counselors will advocate for equity, access, and success for all students to reach their full potential and become productive members of a 21st century society.*

MISSION STATEMENT:

_____
_____
_____
_____
_____

Stakeholder Identification

Advisory council guidelines:

- Representation on advisory council accurately reflects the community's values, concerns and interests.
- Members reflect the diversity of stakeholders and include students, parents, teachers, school counselors, administrators, business and community members.
- Generally, there are at least 8 members on the Advisory Council, but no more than 20.

Member Name	School/Community Role
1.	School Counselor
2.	School administrator
3.	General Education teacher
4.	Special Education Teacher
5.	Student
6.	Parent
7.	Social Worker
8.	Community
9.	Business partner
10.	

Membership Agreement

Agreement guidelines:

- Counselor identifies goals and objectives of CAC prior to inviting members
- Invitation letter or presentation provides brief explanation of purpose of Counseling Advisory Council
- Terms of membership (time needed, length of time, etc.) are described

Dear potential Advisory Council member,

School counselors at _____ school aim to [insert mission statement]. Input and feedback from all stakeholders is important to maintaining a comprehensive school counseling program. The Counseling Advisory Council provides the platform through which we can collaborate on how to best serve our students. We are confident you could provide an invaluable service to the school as a member of our Counseling Advisory Council. We invite you to become a member.

Members of the Counseling Advisory Council will:

- Make recommendations regarding student and community needs
- Make recommendations regarding the school counseling department's response to those needs
- Advocate for and support the school counseling program

For this school year, participation in the Counseling Advisory Council includes:

- Reviewing and providing feedback on CAC mission and vision statements
- Participation in 2 Spring meetings (no more than 1 hour each) during the months of March and April

As a School Counseling Intern at Johns Hopkins University, I am participating in a research project titled "Enhancing School Counselor Leadership through Counseling Advisory Councils". Participation in this project involves my reflection and assessment of the Counseling Advisory Council process. Your participation in the Counseling Advisory Council is greatly appreciated. Please let us know if you are willing to serve as a Counseling Advisory Council member this spring.

____ I will serve as a member of the Counseling Advisory Council

____ I understand that [name of School Counseling Intern] is participating in the "Enhancing School Counselor Leadership through Counseling Advisory Councils" study. I understand that no school-level or individual information will be shared as part of the research project.

Name:_____

*For additional information regarding the "Enhancing School Counselor Leadership through Counseling Advisory Councils" study, please contact Christina Jordan at (443) 377-3660.

Installation: Facilitation Activities 4-6

CAC meeting calendar for Spring 2017:

Date	Meeting Topic
	Initial Meeting (Installation): Confirm membership agreement; Review and revise Vision/Mission statements; Review calendar; Assign roles as needed
	Program/Intervention Goals (Integration): Share school profile, baseline data, and school counseling program goal(s); Use stakeholder feedback to align counseling program goals with other school initiatives
	Program/Intervention Goals (Implementation): Review progress, gain support of counseling activities as needed

Role	Responsibilities	Member Name
Meeting Chairperson	Plans and conducts meetings; uses leadership and group facilitation skills to foster effective working relationships with others.	
Meeting Coordinator	Coordinate CAC meetings (send calendar reminders/ reserve room location), create agendas, take notes at CAC meetings, file action plans and notes.	
Data Analyst	Collect (or allow access to) baseline and outcome data for SC interventions, schoolwide data, and SIP data. Report progress to CAC.	
School and Community Liaisons	Communicate CAC action plans, pertinent information, and upcoming activities with school-based staff and community stakeholders outside of the CAC.	
Implementation partners	Facilitate school counseling activities or partner with school counselors for collaborative activities as indicated by CSCP Plan and CAC action plans.	

CAC Mission:

Counseling Advisory Council Meeting Agenda

Date:
Members present:

Member Name	School/Community Role	Present? Y or N
1.	School Counselor	
2.	School administrator	
3.	General Education teacher	
4.	Special Education Teacher	
5.	Student	
6.	Parent	
7.	Social Worker	
8.	Community	
9.	Business partner	
10.		

Goal of focus:

Topic for today:

Action Plan	
Action steps for improved service delivery or program advocacy	➢
Resources needed to implement solutions	➢
Person Responsible	➢
Timeline for progress monitoring	➢

Integration: Facilitation Activities 7-9

School Data Profile

Total Enrollment:			
Percent Male		Percent Free and Reduced Meals	
Percent Female		Percent English Learner	
Percent Amer. Ind./Alaska Native		Percent Students with Disabilities	
Percent Asian		Percent Gifted	
Percent Black/African American			
Percent Native Hawaiian or Other Pacific Islander		**School Achievement Data**	
Percent White		**School Attendance Data**	
		School Behavior Data	

Counseling Intervention Goal:

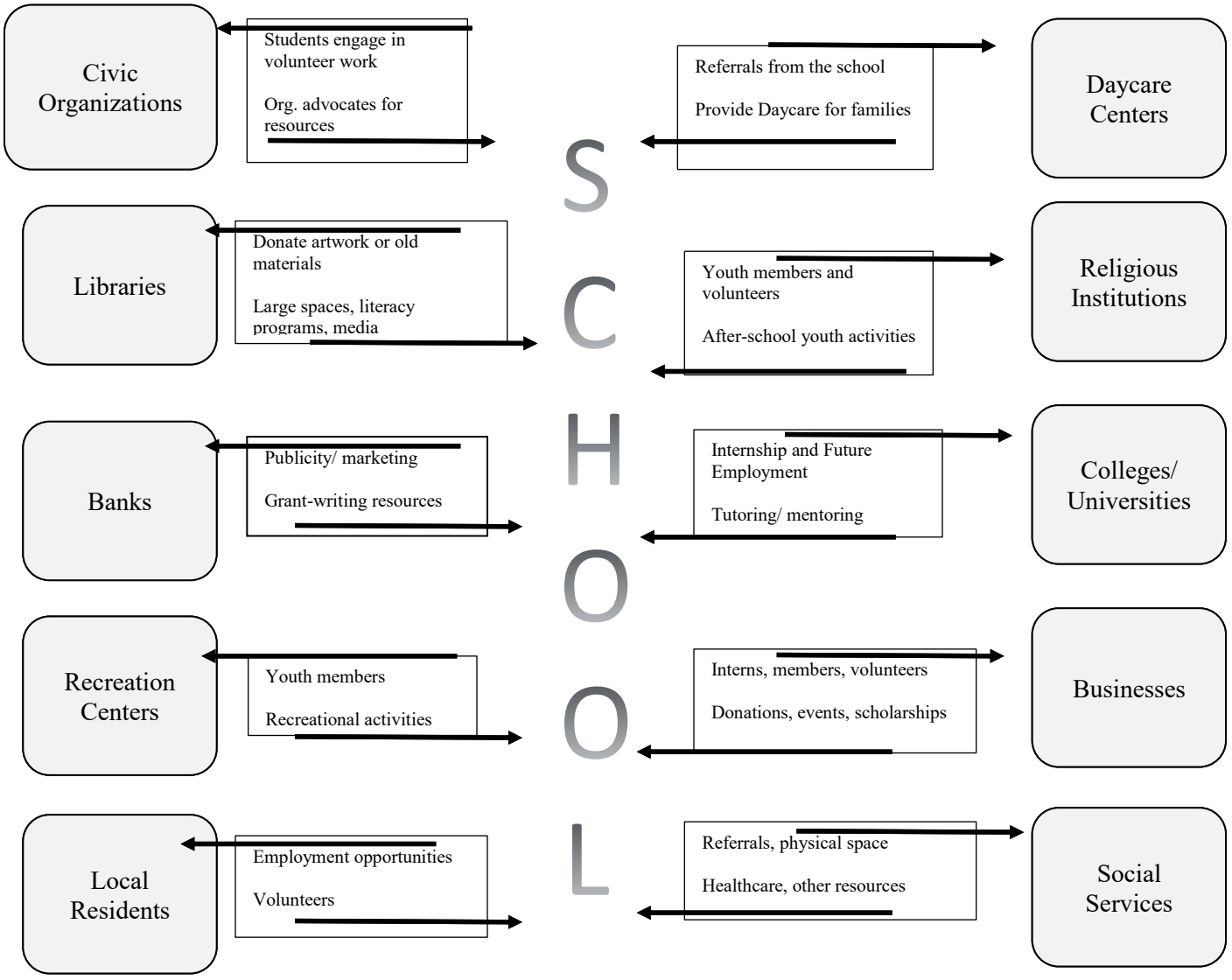
[Increase/Decrease] *number/percentage* [target group] [data element] by [desired outcome] by [date].

(Example: Increase the number of Latino students in AP courses by 3% by the end of the academic year.)

Aligning Systems: School Internal Resource Map

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Target Group	Staff Involved	Overlap?

School/Community Resource Map



[Adapted from: Center for Mental Health in School at UCLA (2001). A resource aid packet on addressing barriers to learning: A set of surveys to map what a school has and what it needs. Los Angeles, CA: Author.]

Appendix O

Intervention Informed Consent

Johns Hopkins University

Homewood Institutional Review Board (HIRB)

Informed Consent Form

Title:	Utilizing Counseling Advisory Councils to Enhance School Counselor Leadership
Principal Investigator:	Christina Jordan, JHU doctoral student
Date:	2/7/17

PURPOSE OF RESEARCH STUDY:

The purpose of this study is to examine the impact that a counselor-led Counseling Advisory Council has on school counselor leadership skills. The results of this study will be used to inform pre-service and in-service school counselors, and counselor educators on leadership factors that facilitate school counselor functioning and program implementation. It is anticipated that approximately 10 Pre-Service School Counselors will participate in this study.

PROCEDURES:

- Participants (pre-service school counselors) will be asked to engage in approximately 1-2 hours of learning activities on the topics of collaboration, communication, and leadership in the counseling profession.
- Participants are asked to work with their field placement host school and site supervisor to arrange a Counseling Advisory Council consisting of at least 4 staff members.
- Participants will be asked to contribute baseline and post-intervention data in the forms of online surveys.
- Participants will facilitate at least 2 Counseling Advisory Council meetings to complete initial facilitation activities for the purpose of Advisory Council development.
- The expected duration of this intervention will be approximately 3 months.

RISKS/DISCOMFORTS:

The risks associated with participation in this study are no greater than those encountered in daily life or during the completion of required field placement activities during the internship experience.

BENEFITS:

Participants may expect to receive technical assistance in the areas of communication, collaboration, and leadership.

Pre-service school counselors, in-service school counselors, counselor educators, and other

school staff may benefit from an increased understanding of the ASCA National model, unique conditions that facilitate school counselor functioning, and potential opportunities for improved service delivery.

VOLUNTARY PARTICIPATION AND RIGHT TO WITHDRAW:

Your participation in this study is entirely voluntary: You choose whether to participate. If you decide not to participate, there are no penalties, and you will not lose any benefits to which you would otherwise be entitled.

If you choose to participate in the study, you can stop your participation at any time, without any penalty or loss of benefits. If you want to withdraw from the study, please notify your internship instructor.

CONFIDENTIALITY:

Any study records that identify you will be kept confidential to the extent possible by law. The records from your participation may be reviewed by people responsible for making sure that research is done properly, including members of the Johns Hopkins University Homewood Institutional Review Board and officials from government agencies such as the National Institutes of Health and the Office for Human Research Protections. (All of these people are required to keep your identity confidential.) Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

All participant information will utilize code numbers rather than participant names. Study records will be created, saved, and stored electronically and deleted upon completion of the study.

COMPENSATION:

You will not receive any payment or other compensation for participating in this study.

IF YOU HAVE QUESTIONS OR CONCERNS:

You can ask questions about this research study now or at any time during the study, by talking to the researcher(s) working with you or by calling Christina Jordan at (443) 377- 3660.

If you have questions about your rights as a research participant or feel that you have not been treated fairly, please call the Homewood Institutional Review Board at Johns Hopkins University at (410) 516-6580.

SIGNATURES

WHAT YOUR SIGNATURE MEANS:

Your signature below means that you understand the information in this consent form. Your signature also means that you agree to participate in the study.
By signing this consent form, you have not waived any legal rights you otherwise would have as a participant in a research study.

_____

Participant's Signature **Date**

_____

Signature of Person Obtaining Consent **Date**

Appendix P

PIRS Responses Regarding Implementation in Context: Coding

Hindered Implementation	Activity System Variable
Not enough buy in	Community
Turnover in administration	Community
Did not want to take risk of asking principal for permission to hold CAC	Community
Overlapped with existing committees	Division of labor
Testing was considered top priority and left little room for implementing CAC activities	Object
school focus on remediation rather than future visioning	Object
My host school counselor did not take initiative to implement a CAC for the school	Rules
Lack of buy-in from host counselor	Subject
Not enough time to implement	Tools
Helped Implementation	
Assistant principal	Community
School staff and host counselor were open to sharing information and being honest about the school's current situation	Community

Vita

Christina Jordan received a bachelor's degree in Psychology from Towson University in 2006. She then received a master's degree in School Counseling from Loyola University Maryland in 2009, followed by a master's degree in Special Education in 2013 from Goucher College. Christina received her Doctor of Education degree with a specialization in Counseling from Johns Hopkins University in December of 2017. She is certified in special education and school counseling and is a National Certified Counselor. Christina is a school counselor in Baltimore, Maryland.